LECHS

Lawrence Early College High School

FOR SCIENCE AND TECHNOLOGIES

Charter Applicant Information Sheet

Name of Proposed Charter School

Lawrence Early College High School for Science & Technologies

Proposed School Address

7250 E. 75th Street, Indianapolis, IN 46256

School District in which Proposed School would be located

MSD of Lawrence Township

Legal Name of Group Applying for Charter

Lawrence Early College High School for Science & Technologies Board of Education

Applicant's Designated Representative

Dr. Walter Bourke

Address

MSD of Lawrence Township ESC
5601 E. 56th Street
Indianapolis, IN 46226

Daytime Phone: **317.423.8320**
Fax: **317.543.3534**
E-mail: **walter.bourke@msdlt.k12.in.us**

The proposed school will open in the fall of the school year _X_ 2006-07 ___ 2007-08
___ Other (please specify year)

Proposed Grade Levels & Total Student Enrollment

	Grade Levels	Total Student Enrollment
First Year	**9, 10**	**200**
Second Year	**9, 10, 11**	**300**
Third Year	**9, 10, 11, 12**	**400**
Fourth Year	**9, 10, 11, 12**	**400**
Fifth Year	**9, 10, 11, 12**	**400**
Sixth Year	**9, 10, 11, 12**	**400**
Seventh Year	**9, 10, 11, 12**	**400**
Maximum	**9, 10, 11, 12**	**400**

Are you planning to work with an educational management organization (EMO)?
___ Yes _X_ No If yes, please indicate the name of the EMO: _____

Have you submitted this application to another sponsor? ___ Yes __X_ No. If so, please indicate:
Name of Other Sponsor: _____ Date Submitted: _____
Do you plan to submit this application to another sponsor before the Mayor of Indianapolis makes a final determination on your application? ___ Yes _X_ No If so, indicate name of Sponsor:

_____

Executive Summary

The Lawrence Early College High School for Science & Technologies (ECHS) will be a partnership between MSD of Lawrence Township (the school district) and Ivy Tech Community College-Central Indiana (the community college).

Mission

The mission of the ECHS is to provide a unique supportive learning community in which high school students who have the capacity and potential to be successful, master rigorous academic content, earn college credit, and gain life and career skills necessary for success in the 21st century workplace.

Need

Opportunities for job placement directly out of high school are rapidly narrowing. The U. S. Department of Labor predicts that eight of the 10 fastest growing jobs and 48 of the 50 highest-paying jobs in the next few years will require education beyond high school and 40 percent of all new jobs will require at least an associate degree. Data from the school district confirm state and national data that suggests that 360 out of the approximately 1,000 high school students who enter high school each year face two obstacles to success in post-secondary education—a preparation gap and a cost gap.

Preparation Gap. Sixty students who entered high school in Lawrence Township did not graduate in 2004. Another 200 graduates from a Lawrence Township high school each year have not reported plans to pursue post-secondary education. A substantial number—100 or more in the class of 2003-04—of students who graduate and plan to pursue post-secondary education have not completed Core 40 requirements. Lacking Core 40 skills, the risk of failure for them is high. Admission records at the community college confirm the gap in necessary skills. In 2004, nearly 85 percent of recent high school graduates seeking admission needed remedial classes in mathematics.

A large number of students who enroll in post-secondary educational institutions do not complete degree requirements. An exact number for Lawrence Township students is not available, but national data confirm that only 59 percent of white, 46 percent of Hispanic, and 39 percent of African-American students have graduated within six years of entering four-year colleges. Increasing the percentage of students who complete an associate degree has been targeted as one of several strategic priorities at the community college. In the spring semester 2003, 6.7 percent of its students were pursuing transferable associate degrees, while 34.2 percent were working toward the associate of applied science degree.

Cost Gap. From the 1998-99 to 2003-04 school year, the number of students qualifying for free or reduced lunch in the school district has increased from 17.8 percent to 27.9 percent of the district's total student population. With approximately 1,000 graduating seniors each year, it is likely that 279 of the district's graduates come from families unlikely to be able to afford to pay college tuition.

Indiana is one of three states with "low affordability" and a "low graduation rate," according to a USA Foundation report which estimated the gap between full financial aid and the cost of tuition at Indiana four-year public universities at $5,000-$7,000 and the gap at Ivy Tech Community College at between $3,000 and $4,000 per year. Cost is the most often-cited concern of 36 percent of white, 41 percent of African American, and 43 percent of Hispanic students reported in the Indiana Guidance Report of 2003. In addition to lacking the resources themselves, 19 percent of white, 22 percent of Hispanic, and 32 percent of African American students lack knowledge of available aid.

Pedagogy. The school district and community college are both focused on improving instruction. With the support of a major grant from the Lilly Endowment, the district has supported 33 digital literacy coaches and five technology integration coaches, who have introduced teachers to new digital literacy instructional strategies and supported them as they implemented the new methods. The community college has many instructors who are experienced practitioners but not trained educators and is also

committed to continually improving pedagogy. A grant from the Lilly Endowment is currently supporting a major professional development initiative at the community college.

Educational Foundations

Goals. The ECHS has three educational (1-3) and four organizational (4-7) goals:

1. 100 percent of students attending the ECHS will earn a Core 40 high school diploma.
2. 100 percent of students graduating from the ECHS will have achieved an associate degree or will continue their education to achieve an associate degree and/or successful transfer to a four-year college.
3. 100 percent of students attending the ECHS will identify the school as a caring and supportive environment with high expectations.
4. By 2010 the ECHS will identify long-term, viable funding.
5. By 2010 the ECHS will reach its enrollment goal of 400 students, with enrollment consistently reflecting the target population identified in the mission statement.
6. The ECHS will consistently recruit and retain highly-qualified secondary and post-secondary faculty.
7. Parents, businesses, and community organizations will play a major role in the support, advocacy, and sustainability of the ECHS.

School Design. The Early College High School Initiative's Core Principles form the framework for the school.

Student success. The ECHS will have an open access policy, admitting all students who apply. If the school receives more applicants than it can accommodate, admission will be by lottery.

Culture of learning. Instruction will be inquiry-based, mirroring the scientific method, with teachers as coaches and students making personal connections, questioning, conducting investigations and reporting results, collaborating, and reflecting and transferring their learning.

Small, personalized learning environment. The school will be limited to 400 students learning on two campuses—and elsewhere in the community. The school will provide exceptional student support beginning with a summer orientation and continuing through an intensive advisor/advisee program where every student has a faculty advisor, an e-mentor from the community college, and internship experiences.

Respect and responsibility. Students will have many opportunities to make choices in academic, career, and extracurricular pathways. They will earn increasing freedom to take courses and participate in activities on the community college campus.

Accelerated career preparation. The school's curriculum will focus on rigorous content that is complex, provocative, and personally and emotionally challenging. ECHS students will complete a course of study leading to a Core 40 diploma, with a focus on science, technology, engineering, and mathematics. Sequences of career and technical courses taken as electives will form "Pathways" which begin in high school and extend to advanced studies at the community college.

Technology as a tool. Skills that are needed in the 21st century world of work will be integrated into instruction—digital-age literacy, inventive thinking, effective communication, and high productivity.

Focus on outcomes. The primary purpose of assessment at ECHS will be to improve teaching and learning. The student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a portfolio system, and classroom assessments. Organizational progress will be measured using benchmarks established by the Early College High School Initiative.

Who We Are

Authorized Representative. Dr. Walter Bourke, Director of Secondary Education, MSD of Lawrence Township, who is a member of the Early College High School Core Team.

Board of Education. The initial board will include five members—two appointed by the school district's Board of Education, one appointed by the school superintendent, one appointed by the community college, and one appointed jointly by the school district and community college. Four experienced individuals committed to the highest quality education have already agreed to serve: Dr. Walter Bourke, Director of Secondary Education, MSDLT; Cheryl McLaughlin, MSDLT Board of Education member; Dr. Roderick Rich, Executive Director of K-12 Initiatives for Ivy Tech Community College; and Alan Rowland, Business Development Manager for Education to Careers at the Computing Technology Industry Association and member of the MSDLT Board of Education. The fifth joint-appointment board member is still being confirmed.

Director. The process for selecting a director is underway.

Financial Manager. For the first year, the director will serve as financial manager, with some services contracted from the school district.

Advisory Board/School Improvement Committee. The Core Team responsible for planning the school will serve as the initial Advisory Board. A School Improvement Committee will be formed.

Business Plan

Revenue and expenditures for the school are detailed in the budget in Appendix K. Revenue projections are based on estimated $5,500 ADM per-student payments (increasing from Year 1 to 4), state and federal discretionary funds for charter schools, a $260,000 implementation grant from NESSI, and miscellaneous lunch and other revenue. Expenses will include many services provided through a contract with the school district, including staff salaries and benefits, HR support services, transportation, pupil personnel, special education support services, facilities rental, information technology, food service, security, and professional development. The ECHS will cover tuition expenses for students enrolling in community college courses. The community college will contribute library services and COMPASS placement testing. Additional funding will be sought to support expenses for community college textbooks, internships, additional professional development, and equipment and technology.

Partners and Access to Financial Resources

Ivy Tech Community College of Indiana is a founding partner of the Lawrence ECHS for Science & Technologies. Several representatives have been important contributors during the planning for the ECHS, which will meet needs identified by the community college. The board of directors will include one community college representative and a community representative jointly identified by the school district and the community college. Curriculum Pathways include Ivy Tech courses beginning in the ninth grade; community college representatives are working to define course credit accumulation in a complicated state policy environment. The community college will be involved in assessing student progress and the progress of the school and the partnership.

Partnerships with local businesses and community organizations will be critical to reaching the goals of the ECHS to support inquiry-based learning and to provide internships for every student. Once the director and counselor are hired, the process of developing community relationships will begin.

The district has already received a $40,000 planning grant and a follow-up $100,000 design grant, and expects to apply for a $260,000 implementation grant in June 2006 from the Network of Effective Small Schools of Indianapolis. The planners have identified several potential sources of external support for the ECHS: National Governor's Association grant through the Governor's Office; Walton Family Foundation; Lumina Foundation; the Lawrence Township Schools Foundation, a not-for-profit fund raising group that supports the school district; and corporate partners.

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Narrative

I. Our Vision

The Lawrence Early College High School for Science & Technologies (ECHS) will be a partnership between MSD of Lawrence Township (the school district) and Ivy Tech Community College-Central Indiana (the community college). We expect that the partnership will impact virtually every existing system within both institutions.

A. Mission

The mission of the Lawrence Early College High School for Science & Technologies is to provide a unique supportive learning community in which high school students who have the capacity and potential to be successful, master rigorous academic content, earn college credit, and gain life and career skills necessary for success in the 21st century workplace.

B. Need

In early 2005, the school district and community college convened a task force to explore options for creating an early college high school (see list of members in Appendix A). The task force's research, college visits, and discussion, led to its recommendation to create the Lawrence Early College High School for Science & Technologies (ECHS) following elements of curriculum and instructional design essential to student success. These instructional elements represent the foundations of a comprehensive, rigorous instructional design for lessons, projects, and courses throughout the ECHS.

Careers Require Education Beyond High School

Opportunities for job placement directly out of high school are rapidly narrowing. The U. S. Department of Labor predicts that eight of the 10 fastest growing jobs and 48 of the 50 highest-paying jobs in the next few years will require education beyond high school and 40 percent of all new jobs will require at least an associate degree.[1] College graduation rates are expected to fall about six million short of the 23 million net new jobs that are projected for the next ten years.[2]

Data from the school district confirm state and national data that suggests that 360 out of the approximately 1,000 high school students who enter high school each year in the target audience for this initiative face two obstacles to success in post-secondary education—a preparation gap and a cost gap:

- 60 drop out of high school
- 200 graduate from high school and do not plan to attend college
- 100 plan to attend college but graduate from high school without meeting Core 40 requirements

In addition, 300 students out of every graduating class at MSD of Lawrence Township come from families who are unlikely to be able to afford to pay their college costs.

Preparation Gap

60 students who entered high school in Lawrence Township did not graduate in 2004.[3] In MSD

[1] U.S, Bureau of Labor Statistics, *Tomorrow's Jobs*, Bulletin 2540-1 (2002).
[2] *Tomorrow's Jobs*.
[3] Total does not include those who left due to move, transfer, or medical reasons.

of Lawrence Township and Indiana as a whole, the high school graduation rate is currently overstated, because it does not account for students who drop out before the 12th grade. State estimates show the real statewide graduation rate hovering just below 70 percent; it is lower for males in all racial groups, and for all African American and Hispanic students.[4]

Males expect to attend college at far lower rates than females across all racial groups. The pattern begins early, with males scoring substantially lower on 4th and 8th grade NAEP writing assessments, and continues in high school, with males signing up for Core 40 courses in 9th grade at lower rates, taking fewer algebra and geometry classes by the end of 10th grade, taking fewer AP and SAT tests in 11th grade, and receiving fewer academic honors diplomas. Not surprisingly, males also have lower rates of college completion (see chart in INPathways.org).

The school district and the community college have both identified African-American males as a group that is of particular concern. A substantial number of African-American students are included in the middle school Achievement via Individual Determination (AVID) program at the school district, which targets students with unmet potential and no family experience with college; they receive mentoring, tutoring and extra counseling and enroll in Core 40 courses in high school. This program, which has gained national recognition for its success rate with minority and disadvantaged students, has been well-received by students and families; the first group is presently in the junior year of high school.

Twenty percent—approximately 200 per year—of students who graduate from a Lawrence Township high school have not reported plans to pursue post-secondary education. The numbers are similar for Indiana as a whole; the number of students going to college by age 19 declined for the first time in 2000, following an emerging national pattern.[5]

A substantial number—100 or more in the class of 2003-04—of Lawrence Township students who graduate from high school and plan to pursue post-secondary education have not completed Core 40 requirements. The school district is just beginning to gather and study data on the success of its graduates after high school, but initial data suggests cause for concern. Nearly all students have Core 40 academic tracks when they enter high school, but for approximately 20 percent of students, failure to pass—or even to take—Core 40 courses begins early, when they fail required courses during their freshman or sophomore year.

By the time they leave high school, 70 percent of Lawrence Township high school graduates have completed Core 40 requirements, but 80 percent indicate they plan to continue their education at post-secondary institutions. For the 10 percent who plan to attend college but do not have Core 40 skills—roughly 100 students in each graduating class—the risk of failure is high. For the additional 20 percent—200 additional students—who have not met Core 40 requirements and have no plans for post-secondary education, the future is also bleak.

All racial and ethnic groups fail to complete key courses at alarming rates. In Indiana, 55 percent of white students, 34 percent of African American students, and 35 percent of Hispanic students, have completed algebra and geometry by the end of tenth grade. Twenty-two percent of white, 11 percent of African American, and 14 percent of Hispanic students showed interest in Advanced Placement courses.[6] Grades for African American and Hispanic students statewide average between "B and C", where white and Asian students report grade averages of "A and B."[7]

The state figures are alarming, given the dramatic increase in diversity of the school district's student population last five years (see Chart 1). In 2003-04, 56 percent of students were white, 32 percent African American, five percent Hispanic, five percent multi-racial, and two percent Asian.

Admission records at the community college confirm the gap in necessary skills. In 2004, nearly 85 percent of recent high school graduates seeking admission needed remedial classes in mathematics.

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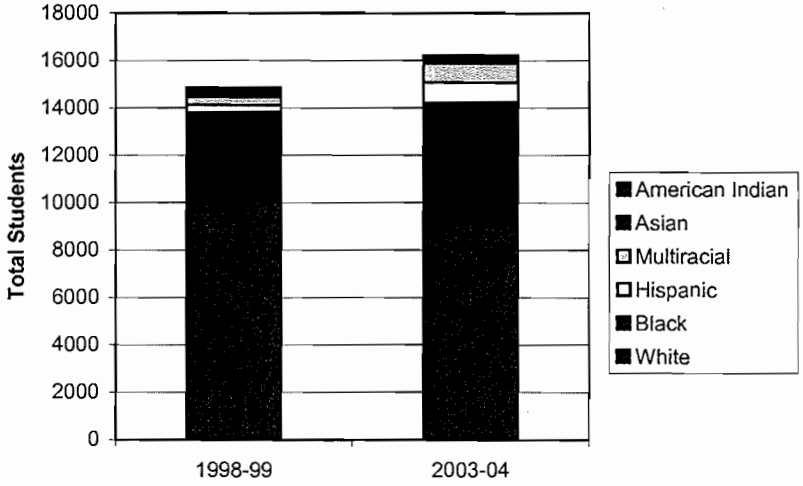
[4] Scott Gillie and Karen Rasmussen. *College Access in Indiana and the United States: A Status Report.* Indiana Pathways to College Network, September 2003, 3-4. Available online at: www.inpathways.net/2003report.pdf.
[5] *College Access*, 6, 16+.
[6] *College Access*, 13-14.
[7] *College Access*, 15.

Students have not imagined themselves as successful college students or adults. Students want to learn about the world of work and how it relates to their education. In the Indiana Guidance Report, 30 percent of students affirmed they want mentoring, 40 percent want volunteer opportunities, and 75 percent would like to participate in job shadowing.[8] Research by Tim Ogle suggests that the percentage of students attending college is inversely related to the number of students per high school counselor, with fewer students per counselor resulting in higher attendance.[9]

Only 40 percent of 11th grade students have a career plan, yet reports from a number of researchers confirm that when students have a career plan by the beginning of the junior year of high school, they make better grades, participate in more academically rigorous courses, and are more likely to complete four or more years of post-secondary education.[10]

Chart 1: Students by Race, 1998-99 and 2003-04



Research has also suggested that experience with visiting a college campus gives students a sense that they are wanted by the college and that they belong on campus; visits make a difference in expectations of completing college across all ethnic groups, yet 75 percent of 11th grade students have never visited a college campus.[11] For those who expect to attend a two-year college, only 17 percent have visited, compared with 29 percent who expect to attend a four-year school. As colleges seek to reach greater numbers of disadvantaged students, guidance and support services will be critically important, since these students are less likely to have parents with college experience.

At the community college, increasing the percentage of students who complete an associate degree has been targeted as one of several strategic priorities. All of the college's associate of science degrees and many of its associate of applied science degrees transfer to four-year institutions; however, in spring semester 2003, only 6.7 percent of the students at Ivy Tech-Central Indiana were pursuing transferable associate degrees (A.S.), while 34.2 percent were working toward the associate of applied science degree. With grant support from the Lumina Foundation for Education and Lilly Endowment, Inc., the community college is redesigning its student advising process to direct more students toward earning credits and degrees that transfer to a baccalaureate program. Grant funds are also aiding in establishing a transfer center to put more students on a baccalaureate track sooner in their higher education experience.

A large number of students who enroll in post-secondary educational institutions do not complete degree requirements. An exact number for Lawrence Township students is not available, since the district has not had the means to follow its graduates' progress after graduation from high school, but national

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[8] *College Access*, 22.

[9] Tim Ogle, *The Effects of Public School Spending for Instruction and Counseling Services on College Attendance.* Doctoral dissertation, Indiana State University, 2001.

[10] K. Hughes et al, "School-to-work: making a difference in education," NY: Institute on Education and the Economy, 2001; Indiana Career and Postsecondary Advancement Center, *Indiana Guidance Report*, 2002. Available online at: http://icpac.indiana.edu.

[11] *College Access*, 17.

data confirm that 59 percent of white, 46 percent of Hispanic, and 39 percent of African-American students have graduated within six years of entering four-year colleges.[12]

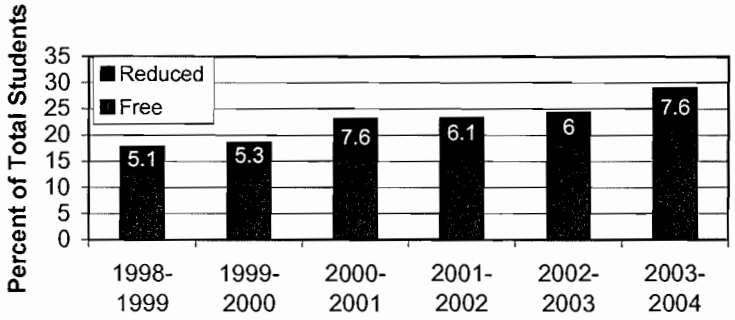
Cost Gap

A recent national study estimates that educationally-qualified low-income high school graduates will pursue post-secondary education at a rate that is half that of upper income students.[13] Indiana is one of three states with "low affordability" and a "low graduation rate," according to a USA Foundation report which estimated the gap between full financial aid and the cost of tuition at Indiana four-year public universities at $5,000-$7,000 and the gap at Ivy Tech Community College at between $3,000 and $4,000 per year.[14] "For the neediest students, who often must work full time and attend college part-time, the financial aid awarded is insufficient to permit full-time attendance and, in many cases, insufficient to permit attendance at all," commented the report.

Cost is the most often-cited concern of 36 percent of white, 41 percent of African American, and 43 percent of Hispanic students reported in the Indiana Guidance Report of 2003. In addition to lacking the resources themselves, 19 percent of white, 22 percent of Hispanic, and 32 percent of African American students lack knowledge of available aid.[15]

From the 1998-99 to 2003-04 school year, the number of students qualifying for free or reduced lunch in the school district has increased from 17.8 percent to 27.9 percent of the district's total student population (see Chart 2). When this percentage is applied to the approximately 1,000 graduating seniors each year, it is likely that 279 of the graduates come from families which are unlikely to be able to afford to pay their tuition for post-secondary education.

Chart 2: Students Qualifying for Free and Reduced Lunch, 1998-99 through 2003-04



In some Early College High School programs around the country, paid internships during high school allow students to accumulate funds for college tuition, while getting early experience in a career field of interest. For the ECHS, this might be a role that area businesses could play, by offering internships or other for-pay opportunities that would both support the student financially and offer relevant work experience.

Pedagogy

The school district is focused on improving instruction. For the past three years, with the support of a major grant from the Lilly Endowment, the district has supported 33 digital literacy coaches and five technology integration coaches, who have introduced teachers to new digital literacy instructional strategies and supported them as they implemented the new methods.

The community college is also committed to continually improving pedagogy. Many instructors are experienced practitioners, but not trained educators, although this is changing. Faculty at the

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[12] Powerpoint available at www.inpathways.net/p16plan_files/frame.htm.

[13] *Access Denied: Restoring the National Commitment to Equal Educational Opportunity.* Advisory commission on Student Financial Assistance, 2001.

[14] Jerry S. Davis, "College affordability: overlooked recent long-term trends and 50 state patterns." USA Group Foundation, 2000. Available online at www.luminafoundation.org/publications/newagendaarchives.html.

[15] *Indiana Guidance Report*, Indiana Career and Postsecondary Advancement Center (ICPAC), 2003.

community college are held to the same credential standards as faculty teaching the same courses at four-year colleges. Significant numbers of the faculty hold Master's degrees and have returned to school to obtain Doctoral degrees. The community college provides numerous opportunities for professional development in the areas of adult learning theory and additional strategies that will engage students. A grant from the Lilly Endowment is currently supporting a major professional development initiative.

C. Goal(s) and Measures for Educational Performance and Organizational Viability

Educational Performance Goals

GOAL 1: 100 percent of students attending the Lawrence ECHS for Science & Technologies will earn a Core 40 high school diploma.

- 75 percent of all sophomore students will meet standards on the ISTEP+ Graduation Qualifying Exam (GQE) in fall 2007; the percentage meeting standards will increase each year until achieving 100 percent.
- 80 percent of students will show growth as measured by the Northwest Evaluation Achievement Level Test and other state and local measures.
- 92 percent attendance rate will be achieved by the school.

GOAL 2: 100 percent of students graduating from the Lawrence ECHS for Science & Technologies will have achieved an associate degree or will continue their education to achieve an associate degree and/or successful transfer to a four-year college.

- Beginning in 2009, 90 percent of junior students will be successfully placed into a program-level course at the community college based on the COMPASS exam and/or SAT/ACT test.
- 100 percent of graduating students will have earned a minimum of six Ivy Tech credits.
- 5 percent of graduating students will have earned an associates degree by 2010; the percentage will increase 5 percent each subsequent year.

GOAL 3: 100 percent of students attending the Lawrence ECHS for Science & Technologies will identify the school as a caring and supportive environment with high expectations.

- 60 percent of students will respond "agree or strongly agree" to the climate questions on the High School Survey of Student Engagement (HSSSE) every other year beginning in spring 2007; the percentage will increase by 5 percent each subsequent year the test is administered.
- 60 percent of students will respond "agree or strongly agree" on the school's student survey in spring 2007; the percentage will increase by 5 percent each subsequent year.

Organizational Viability Goals

GOAL 4: By 2010 the Lawrence ECHS for Science & Technologies will identify long-term, viable funding.

- The budget accurately reflect revenues and costs and provides guidance for future financial planning.

GOAL 5: By 2010 the Lawrence ECHS for Science & Technologies will reach its enrollment goal of 400 students, with enrollment consistently reflecting the target population identified in the mission statement.

- The school will track the number of students who apply, are accepted, and enroll, beginning in the fall of 2006; each of these categories will increase by 10 percent each subsequent year.

GOAL 6: The Lawrence ECHS for Science & Technologies will consistently recruit and retain highly-qualified secondary and post-secondary faculty.

- 85 percent of secondary and post-secondary faculty will be retained annually.
- 100 percent of secondary and post-secondary faculty will participate in job-embedded professional development.

GOAL 7: Parents, businesses, and community organizations will play a major role in the support, advocacy, and sustainability of the Lawrence ECHS for Science & Technologies.

- By 2008 100 percent of students will participate in business/community internships.
- By 2008 100 percent of students will have tutors/mentors established through business/community partnerships.
- Business/community partners will establish student scholarships by 2008.
- Business/community partners will participate in grant collaboration opportunities by 2008.
- 60 percent of parents will respond "agree or strongly agree" on a parent survey in spring 2007; the percentage will increase each subsequent year.

II. Who We Are

An organization chart is included in Appendix J.

A. Authorized Representative

Dr.Walter Bourke, Director of Secondary Education, MSD of Lawrence Township, has been a member of the Early College High School Core Team planning group since its inception. Bourke earned a B.S. in Education from Indiana University, M.S. in Education from IUPUI, and Ed.D. in Curriculum and Instruction and School Administration from Indiana University. Prior to joining MSD of Lawrence Township as Director of Secondary Education, Bourke was Assistant Superintendent at Mt. Vernon Community School Corporation, Principal at Fall Creek Valley Middle School and at Decatur Middle School, Assistant Principal at Decatur Township Junior High School and Decatur Central High School, and Science Department Chair at Decatur Central High School. Bourke taught science at the high school level. At the college level, he has been an Adjunct Professor at Butler University and Indiana University.

B. Board of Directors

The initial board of directors of the Lawrence ECHS for Science & Technologies will consist of five members—two appointed by the MSDLT Board of Education, one appointed by the MSDLT superintendent, and two appointed by the community college. Four experienced individuals committed to the highest quality education have already agreed to serve.

Dr. Walter Bourke, Director of Secondary Education, MSDLT. See summary in this Section II. A. Authorized Representative above.

Cheryl McLaughlin believes "The education of the children of this country should be our first priority, and their welfare should be our greatest responsibility." She has been a member of the MSDLT Board of Education since 1994. She served as president of the board for three terms and has also served

on the Digital Age Literacy Advisory Committee since 2000, the Gifted and Talented Task Force, Strategic Planning Committee 1998-2001, and the Technology Committee in 1997. She has been active in the Indiana School Boards Association and is currently a member of the Executive Committee. She holds a B.S. in Education from Indiana State University and has earned post-graduate credit from Indiana University and Radcliffe College. McLaughlin is also a member of the board of the Lawrence Township School Foundation, the Benjamin Harrison YMCA (where she currently serves as President), and the University of San Diego Parent Advisory Board. In 1992 she was honored as a Lawrence North High School Number One Parent. In 2002, she was YMCA Woman of the Year.

Dr. Roderick Rich is Executive Director of K-12 Initiatives for Ivy Tech Community College, with system-wide responsibility to promote and support collaborative college preparatory programs for students. The range of programs under his direction includes dual credit, early college initiatives, and career development programs to support and encourage high school students to prepare for and successfully complete a college degree. Rich's service to education in Indiana spans 37 years as an educator in K-12 schools and postsecondary education, including 16 years as a superintendent of schools. During his career as an educator, he has participated in several collaborative projects with the goal to achieve closer ties between K-12 and postsecondary education programs. He received his Ed.D. in school administration from Ball State University, M.S. from Indiana University, and B.S. from Ball State University. He has made presentations to the National Council of Occupational Education, American Association of Community Colleges, Education Trust, American College Teachers of Education, American Educational Research Association, Indiana Association of Public School Superintendents, Indiana School Counselors Association, and Indiana Association for Counseling and Development.

Alan Rowland is Business Development Manager—Education to Careers at the Computing Technology Industry Association, where he is responsible for sales of association membership and certification products to the E2C membership, negotiates statewide umbrella membership agreements with state agencies, manages the Education to Careers Advisory Council, co-directs marketing strategy, and works with outside organizations to develop cooperative promotional opportunities. Prior to joining the association, he was director of workforce certification and senior instructor in the computer information systems department at Ivy Tech Community College. He is a technical writer and author. Rowland is a current member of the MSDLT Board of Education and of the Lawrence Township Schools Foundation. He has also served on the Novell Education Academic Partner Advisory Council, the Ivy Tech Faculty Council (as president in 1997), as facilitator on the Region 8 Teaching Learning and Technology Roundtable, Central Indiana NewWare Users Group (President 1997), as a member of the Institute for Network Professionals, on the board of Castlebridge Homeowners' Association, and as Lawrence Township Precinct Committeeman.

A **fifth board member**, to be appointed by the community college to represent the community, is still being confirmed.

Letters of agreement, resumes, and background check authorization forms for Board members appointed to date are included in Appendix B.

C. Director

The process for selecting a director is underway. The opening has been announced; applications are due in mid-March and interviews will be scheduled in late March. The position announcement and job description are attached in Appendix C.

D. Financial Manager

For the first year, the director will serve as the financial manager, with oversight over the budget, income and expenditures. The director will be responsible for establishing financial management processes for the school. Many financial processes will be handled through a contract with the school

district, including routine HR functions such as payroll and benefits administration, billing, and bookkeeping.

E. Advisory Board/School Improvement Committee

The initial advisory board for the school is composed of members of the Core Team who have been engaged in planning since early 2005. Brief summaries of their experience are included in Appendix D.

Once a director and staff have been hired, the school formed, and students accepted, a school improvement committee will be formed as required by Public Law 221.

III. Educational Services Provided

A. Educational Philosophy

Core Principles

The partners in this proposal have adopted the Early College High School Initiative's Core Principles as their philosophy. The Core Principles affirm:

- **Shared Vision of Student Success.** Early College High School students, parents, staff, higher education, and community partners share a common vision of success for all students. They value learning for its own sake and for the career choices it puts before young people. The vision is regularly reinforced and renewed as parents and community partners support student learning through internships, mentoring, and advocacy.
- **Accelerated Career Preparation.** Students in Early College High Schools earn college credit toward an associate or baccalaureate degree while still in high school, thus accelerating students' progress to a post-secondary degree, saving money for families, and preparing students more quickly for entry into high-skill careers.
- **Small, Personalized Learning Environments.** Early College High Schools are small, autonomous schools where students, teachers, professors, parents, and community members develop close working relationships in support of learning. Students receive regular career counseling and support. High school and college services, resources, and facilities are available and welcoming to students, including laboratory areas, arts facilities, academic support centers, information resources/libraries, and technology.
- **Culture of Learning**. Advocates for Early College High Schools believe that encountering the rigor, depth, and intensity of college work at an earlier age inspires students. The consistent focus of the school is on quality instruction. The curriculum is language-rich and reinforces literacy development. The curriculum engages students in active inquiry. The purpose of practice and repetition is always clear to students. There are ongoing opportunities for students to demonstrate in-depth understanding and application of their knowledge. The schedule provides time for students to work on high-level learning.
- **Focus on Outcomes.** Students demonstrate adequate academic progress through multiple measures of performance, such as standardized tests, performance assessments, portfolios, and real-world tasks. Teachers are certified in their fields or have attained mastery of their academic disciplines; professors work with teachers and attend collaboratively to student needs. Shared professional development enables teachers, professors, and other staff to continually reflect upon practice, improve instruction and student learning, and expand their own learning.

- **Respect and Responsibility.** For students, expectations are clearly established for admission and for the standards and quality of work required in order for students to begin college-level courses, gain college credit, and demonstrate mastery. With faculty and advisor approval, all students formulate an academic plan, commit to it, and assume growing responsibility for their own learning. For the partner institutions, a formal letter of agreement articulates the vision of the school district, the community college, and community partners for student success, as well as the roles and responsibilities of each partner.
- **Technology as a Tool.** Early College High Schools recognize that becoming proficient with technology helps students in school and positions them for success in a future career. Technology is used for teaching and learning, for communicating among students, teachers, staff, and community partners, and for creating high-quality products.

Inquiry-based Instruction

Elements of the inquiry process are well defined:[16]

Making Personal Connections. Educators agree that bridging from the known to the new is the beginning of learning. Whether students are reading unfamiliar text, conducting science experiments, or learning new software applications, their prior experience and background knowledge are the raw materials they bring to the learning. Inquiry learning strategies begin with activating students' prior knowledge.

To connect on a personal level with each student requires educators and the high school as a whole to control size, time, and organization. George H. Wood recommends five organizational strategies that allow students to connect with content and teachers: Reduce the size of the high school and the number of classes per day so that no student is anonymous, pair teams of teachers with teams of kids, provide each student with an adult point of contact, and allow unstructured time for teacher-student relationships.[17] All of these structural supports are incorporated in the design of the Lawrence Early College High School for Science & Technologies.

Questioning. Defining the problem or focus of inquiry requires questioning strategies, since complex questions posed by teachers and/or students form the basis of the investigations that lead to learning. Not coincidentally, this is also the first step in the scientific method—developing a hypothesis.

Joseph Renzulli et al. note that the real-life problems that are the focus of inquiry-based instruction share four criteria.[18] First, the problem has a personal frame of reference; in addition to a cognitive interest, the problem must involve an emotional or internal commitment. Second, no agreed-upon or prescribed strategies exist for solving the problem. Third, real-life problems motivate people to find solutions that change actions, attitudes, or beliefs. Finally, real-life problems target a real audience.

The teacher's role is that of a coach who makes suggestions and gives hints on how to proceed, critiques student efforts, pressing them on to better work, guides students' reflections on their work, and applauds successful completion of each task. "Just as the best basketball coach doesn't teach her charges *about* basketball but rather *how to play* basketball, the teacher/coach teaches not *about* history, math, or chemistry but *how to do* history, math, or chemistry.

Conducting the Investigation and Reporting Results. Conducting experiments and gathering data is the third step in the inquiry process (and the scientific method) for students. In this stage, they may be creating a theatrical experience, interviewing veterans, or measuring effluents in a stream and recording data.

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[16] Michael M. Grant. "Getting a grip on project based learning: Theory, cases, and recommendations," *Meridian: A Middle School Technologies Journal* 5(Winter 2002) at: www.ncsu.edu/meridian/win2002/514.

[17] Wood, George H. *Time to Learn; How to Create High Schools That Serve All Students,* 2nd edition (Portsmouth, NH: Heinemann) 2005.

[18] Joseph S. Renzulli, Marcia Gentry, and Sally M. Reis, "A time and a place for authentic learning," *Educational Leadership* 62:1 (September 2004) 73-77.

As much as possible, the students will follow the same procedures and use the same methods of study, and create the same products and services as adults in the field.[19] While studying water quality, for example, a team of students might search the Internet for water quality standards and other research, use digital probes to gather and record their own stream data, create charts to view and analyze the data, write a report and submit it for publication. Another team studying the Vietnam War might read about the war, create an interview guide, set up appointments with veterans, conduct and videotape the interviews, transcribe the interviews, and submit them to the Veterans History Project at the Library of Congress.

The students need a wide variety of resources, perhaps including print and online information to provide background knowledge; tools and equipment to conduct their investigations (depending on the topic, these might be video cameras to record interviews, laptop computers with digital probes, experts in the field, laboratory equipment, primary documents and photos); access to experts or eyewitnesses; transportation to a site, and others. Students may be able to secure some of the resources themselves and may require support from the teacher and parents and community members for other resources.

Collaborating. One of the hallmarks of inquiry-learning is students working in teams, where each one is contributing something significant. Communication and decision-making skills are essential to keep the teams and partners working together and to resolve problems as they arise. In addition, inquiry learning may employ other forms of collaboration, such as rounds of peer review, group brainstorming, and collaboration among teams on a large and complex inquiry. Teachers involved in supporting the inquiry will also seek opportunities to bring in partners and expertise (from parents, other teachers, community members, and content experts).

In their role as coaches, teachers and other adults provide assistance to the students "just in time" for them to use it, while leaving many decisions about when and whether to incorporate the assistance up to the student teams. Assistance might take the form of whole-group instruction, one-on-one interaction, practice worksheets, job aides, project templates, guiding questions, or counseling by peers. Teachers will have a rough idea of what and when the students will need help, but they may modify the content or timing to fit particular needs.

Reflecting and Transferring Learning. In this final step, which also emulates real science again, the students involved in inquiry learning assess their learning, document their work, and ponder its meaning. Documentation may include a written report, a web-based product, a multimedia production, a presentation, or a performance. Students reflect through journaling and in-class discussions. Teachers and students report that reflection occurs throughout the inquiry process; changes may be noticed by the student, other team members, the teacher, or others. Students take primary responsibility for tracking their own progress.

Research Supporting Inquiry Instruction

The benefits of inquiry-based learning have been well-documented in the last few years by Arthur L. Costa and Rosemarie Liebman, Stephanie Harvey and Anne Goudvis, and Douglas Llewellyn, among other noted educators.[20]

Both the National Research Council's *National Science Education Standards* (1996) and the American Association for the Advancement of Science's *Benchmarks for Science Literacy* (1993) advocate inquiry-based science instruction.[21] The National Science Teachers Association endorsed the

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[19] Renzulli, 75.

[20] Arthur L. Costa and Rosemarie M. Liebmann. *The Process-centered School: Sustaining a Renaissance Community* (Thousand Oaks CA: Corwin Press) 1997; Stephanie Harvey and Anne Goudvis. *Strategies That Work: Teaching Comprehension to Enhance Learning* (Portland ME: Stenhouse Publishers) 2000; Douglas Llewellyn. *Inquire Within: Implementing Inquiry-based Science Standards* (Thousand Oaks CA: Corwin Press) 2002.

[21] National Research Council. *National Science Education Standards* (Washington DC: National Academy Press). 1993. American Association for the Advancement of Science. *Benchmarks for Science Literacy*. (NY: Oxford University Press) 1993. See also Llewellyn, op cit.

NSES standards in 1998.

Sam M. Intrator reports on engagement and disengagement of high school students after shadowing them for 130 days.[22] He reports they were most vibrant when teachers got their attention by asking questions that connected with the students' own psychosocial dilemmas, varied the pace, helped them create or think about something new, shared their own passion for learning, and took time to know them as people.

Recent research on brain development confirms that memory abilities in the fontal lobe and communication skills in the temporal lobe are increasing during adolescence.[23] It is an excellent time in students' development for teachers to encourage communication activities such as debates, reader's theater, and oral presentations.

Recent research suggests that achievement of students in inquiry-based (sometimes called problem-based, project-based or constructivist) classrooms equals or exceeds that of those in more traditional learning classrooms:

- Cindy Hmelo-Silver defined the goals of problem-based learning—flexible knowledge, effective problem-solving skills, self-directed learning skills, effective collaboration skills, and intrinsic motivation.[24] She compiled recent psychological research and theory, which suggests that when students learn through the experience of solving problems they master content as well as those in traditional settings but are better able to apply knowledge. She confirmed that becoming a self-directed learner is difficult and requires scaffolding, especially for younger learners.
- Karoline B. Krynock and Louise Robb studied problem-based learning among eighth-grade science students.[25] Students in the PBL and non-PBL classrooms learned the same amount of curricular content. The PBL approach increased higher-level thinking by asking students to think about a given problem more critically and to analyze data to derive a solution. The students worked better in groups and completed better and more in-depth research on the topic.
- Ellen Jo Ljung and Marsha Blackwell reported that, as a result of a problem-based learning initiative for at-risk students, in which learning was designed to be cooperative and focused on building self-esteem through goal-setting and teaching students effective learning strategies, all students in the initiative passed junior English and math.[26] All those who took U.S. history and chemistry passed as well.
- In a three year study, Jo Boaler found that middle school students in both project-based and traditional groups did well.[27] However, the project-based group was able to stretch out their learning to more situations and was able to see how it applied in the world around them. Where students in the traditional school were submissive and rule bound, not likely to think mathematically, students who participated in project-based learning were confident, flexible, and enjoyed using initiative.
- Changuha Wang and Thomas R. Owens reported that students participating in applied academics programs did as well as their traditional counterparts. Low-achieving students tended to demonstrate the greatest gains from applied academics courses and also gained confidence about their ability to learn math and physics.[28]

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[22] Sam M. Intrator, "The engaged classroom," *Educational Leadership* 62: Summer 2005, 20-25,

[23] Feinstein, S. *Secrets of the Teenage Brain* (San Diego: The Brain Store) 2004.

[24] Cindy E. Hmelo-Silver. "Problem-based learning: what and how do students learn?" *Educational Psychology Review*, 16, 2004, 235-266.

[25] Karoline Krynock and Louise Robb. "Is problem-based learning a problem for your curriculum?" *Illinois School Research and Development Journal*, 33:1, Fall 1996, 21-24.

[26] Ellen Jo Ljung and Marsha Blackwell. "Project OMEGA: A winning approach for at-risk teens," *Illinois School Research and Development Journal*, 33:1, Fall 1996, 15-17.

[27] Jo Boaler. *Experiencing School Mathematics*. Buckingham, England: Open University Press, 1997.

[28] Changuha Wang and Thomas R. Owens. *The Boeing Company Applied Academic Project Evaluation: Year Four. Evaluation Report*. Portland, Orengon: Northwest Regional Education Laboratory, 1995.

- In a five-year study, William Penuel and others found that technology-using students who completed interdisciplinary multimedia projects that integrated real-world issues and practices outperformed non-technology-using students in communication skills, teamwork, and problem solving.[29] The researchers found increased student engagement, greater responsibility for learning, increased peer collaboration skills, and greater achievement gains by students who had been labeled low achievers.
- Finally, in a five-year study of structural school reform in which they analyzed data from more than 1,500 elementary, middle and high schools and conducted field studies in 44 schools in 16 states, Fred M. Neumann and Gary G. Wehlage found that structural school reform worked only under three conditions, all of which are supported by inquiry-based instruction—where students were engaged in activities that built on prior knowledge and allowed them to apply that knowledge to new situations, used disciplined inquiry, and participated in activities that had value beyond school, i.e., student assignments that were meaningful and based on deep inquiry.[30]

Personalized Learning Environment

Students will experience an exceptional level of support at the ECHS, which is committed to building an inclusive, personalized learning environment that nurtures students and supports success. A series of structures are built into the school to provide an exceptional level of support.

Orientation. The process of building a relationship with the school will begin during the application process. After they are accepted, students will be invited to attend a student/parent orientation where they will hear about the mission of the school, its culture, and its academic program.

At the beginning of their freshman year, students will participate in Early College Camp, where they will meet classmates, teachers, counselors, and administrators, participate in a variety of cooperative games and group discussions, tour the Lawrence Campus of Ivy Tech Community College-Central Indiana, and revisit some of the important aspects of being a member of the ECHS. They will complete an interest survey, which will be compiled into an individual student profile. Based on the profile, the students will identify a few individuals that they would like to have as an Advisor, from which one will be chosen.

Advisor/Advisee Program. A major element in the integrated system of academic and support services of the ECHS, this is a unique program that is designed to foster deep engagement and self-motivation among students in an environment of respect, personal responsibility, and expectation of high academic achievement. Every ECHS staff member—initially the teachers, counselor, and director—will serve as Advisor for a small cohort community, in which students will develop and nurture positive academic and social relationships with their peers and receive consistent one-on-one guidance during their four years in high school. The advisors will be advocates for their advisees within the ECHS and on the community college campus, as well as important liaisons for ongoing communication with parents. They will be responsible for creating an environment that fosters open conversation regarding any obstacles that are interfering with student success.

The goals of the Advisor/Advisee Program are to create a culture in which students, staff, and parents work together to achieve student growth and success; guide and support students in setting goals and developing Personal Educational Plans every year; support students as they gain academic and social confidence and sense of self-worth through successive steps of educational achievement and positive, productive social interaction; improve students' skills in decision-making, problem-solving, and higher-

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[29] W. R. Penuel, L. Yarnall, & M. B. Simkins. "Do technology investments pay off? The evidence is in!" *Leadership*, 30:1 (Sep-Oct 2000) 18-19.

[30] Fred M Neumann and Gary G. Wehlage. *Successful School Restructuring; A Report to the Public and Educators by the Center on Organization and Restructuring of Schools*. Distributed jointly by the American Federation of Teachers, Association for Supervision and Curriculum Development, National Association of Elementary School Principals, and The National Association of Secondary School Principals, 1995.

order thinking. help students solve problems as they arise; and help students explore career interests in preparation for transition to college and a productive career.

The school schedule will allow for advisors to meet with their cohort several times a week and with each of their advisees individually at least once a month. In addition to completing the interest profile and developing personal learning plans, other academic activities that might take place during the Advisor/Advisee period include course selection, discussion of academic and career options, academic ethics, and exploration of financial aid opportunities. Time management tools, interpersonal communication skills, leadership development activities are personal development topics that might be included. Advisors also might share personal hobbies or passions with their cohort.

Student Advisory Council. Students will develop leadership skills in this group, which will be a forum for improving the school. In the early days of the school, this group might help select the school's mascot and represent it during recruiting visits. Possible programs include a buddy system to help new students navigate the ECHS. They will also plan other extra-curricular activities and social occasions.

E-Mentors. Community college faculty and staff will be recruited to provide additional support for ECHS students. E-Mentors will be assigned based on student interest profiles and career interests. E-Mentors will meet personally with their high school students twice a semester and will keep in touch with them electronically once a week during the first semester of the freshman year. Once the ECHS student begins college-level courses on the community college campus, E-Mentors will meet more often with their students and will be able to provide academic advice.

Internships. Working closely with their Advisors and the school counselor, every student will participate in community-based experiences, including field experiences that develop knowledge, understanding, and appreciation of cultures different from the students' own; service learning; and internships, one each in the 11^{th} and 12^{th} grades, paired with a concurrent course focused on supporting and enhancing the internship as well as developing academic, workplace, and career concepts and self-reflection.

Ivy Tech Community College Student Services. A special admission counselor, academic advisor, and financial aid officer will be identified to work specifically with the ECHS. To develop an understanding of the systems and culture of ECHS, they will participate in professional development along with the school's staff. This core team of advisors will be available to ease the transition of ECHS students from high school to community college life, to assist with course selection and progression toward a degree. When ECHS students have selected a college program of study, they will be assigned to the appropriate academic program advisors at the community college, in order to assure that they are placed into the correct courses to complete the degree/program.

B. Curriculum Pathways

Based on exploration of Early College High School models and extensive reflection on the curricula at the school district and the community college, the Task Force created a rough framework for curriculum, instruction, and flexible scheduling to be further developed during the next few months.

Rigorous Curriculum

The school's curriculum will focus on rigorous content that is complex, provocative, and personally and emotionally challenging. ECHS students will complete a course of study leading to a Core 40 diploma. Courses necessary to achieve an Academic Honors Diploma should be accessible to all students. A prescribed set of courses at each grade level, nine through twelve, will form the core of the high school component of the curriculum.

If a schedule similar to the block schedule employed in other high schools in the district forms the basis for the ECHS schedule, students may have the ability to select up to eight courses of study per semester. Such a schedule should provide students great flexibility to access courses at the community

college in core content areas and areas of career and technical interests, especially during their junior and senior years of high school.

Science and Technology Career Pathways

In the information age, careers in science and technology fields are growing rapidly. The curriculum and instructional strategies will be permeated with a focus on science, technology, engineering, and mathematics, which will support not only the academic and career success of its individual students, but also the economic future of Indiana as it makes the transition from manufacturing to high tech in order to successfully compete in the global economy.

Sequences of career and technical courses taken as electives will form "Pathways" which begin in high school and extend to advanced studies at the community college. Pathways will be developed in areas such as engineering, medical careers, computer technology, finance, and others that match the curricular programs available at the community college. Entry into a Pathway and the actual sequence of courses taken will be individualized based upon the interests and abilities of each student and the courses available. Tables 1 and 2 below illustrate a student's possible program of study in high school and several possible Pathways at the community college.

Digital Age Skills

Andy Hargreaves and others have described the impact of a changing world on the mission of school: "Knowledge economies are stimulated and driven by creativity and ingenuity. Knowledge-society schools have to create these qualities; otherwise their people and their nations will be left behind... Teaching for the knowledge society... involves cultivating these capacities in young people—developing deep cognitive learning, creativity, and ingenuity among students; drawing on research, working in networks and teams, and pursuing continuous professional learning as teachers; and promoting problem-solving, risk-taking, trust in the collaborative process, ability to cope with change, and commitment to continuous improvement as organizations."[31]

The school district has already embarked on and is gaining recognition internationally as a leader in developing students with digital age skills, based on a compilation of research into skills that are needed for success in 21st century world of work and defined by EnGauge:[32]

- ***Digital-age literacy***, including basic literacy, scientific literacy, economic literacy, technological literacy, visual literacy, information literacy, multicultural literacy, and global awareness
- ***Inventive thinking***, including adaptability and managing complexity, self-direction, curiosity, creativity, risk taking, higher-order thinking and sound reasoning
- ***Effective communication***, including teaming and collaboration, interpersonal skills, personal responsibility, social and civic responsibility, and interactive communication
- ***High productivity***, including prioritizing, planning, managing for results, effective use of real-world tools, and ability to produce relevant high-quality products

High School and College Course Credits

High school courses obviously count as credit toward a high school diploma and college courses at the community college count as credit toward a degree.

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[31] Hargreaves, Andy. *Teaching in the Knowledge Society; Education in the Age of Insecurity* (New York: Teachers College Press, 2003), 1, 3

[32] For the research, visit the EnGauge web site at: www.ncrel.org/engauge. Hargreaves, op cit, also provides a summary of relevant research.

Table 1: High School Core 40 and Academic Honors Diploma Course Requirements

	HS GRADE 9	HS GRADE 10	HS GRADE 11	HS GRADE 12
High School Core 40 Requirements	English 9 (2)	English 10 (2)	English 11 (2)	English 12 (2)
	Algebra (2)	Geometry (2)	Algebra II (2)	Pre-Calculus (2)
	Geography/World History (2)	US History (2)	Economics & Government (2)	(elective)
	Biology (2)	Physics (2)	Chemistry or Physics (2)	(elective)
	World Language (2)	World Language (2)	**World Language (2)**	(elective)
	PE and Health (2)	**Fine Arts (2)**	(elective)	(elective)
	(elective)	(elective)	(elective)	(elective)
	(elective)	(elective)	(elective)	(elective)
	Seminar	Seminar	Seminar	Seminar

Table 2: Sample Community College Career and Technical Pathways

	HS GRADE 9	HS GRADE 10	HS GRADE 11	HS GRADE 12
Possible Biotechnology Pathway	Principles of Engineering	Civil/Architectural Engineering	*(3 Courses @ THE COMMUNITY COLLEGE)*	*(6 Courses @ THE COMMUNITY COLLEGE)*
		Biotechnology	Intermediate Algebra	English Composition
		Biology II	General Biology	Chemistry II
			Algebra Trigonometry I	Physics II
			Chemistry I	Algebra Trigonometry II
			Physics I	Safety & Regulatory Compliance for Biotechnology
			Introduction to Biotechnology	Cell Culture & Cellular Processes
Possible Computer Technology Pathway	Computer Applications	A+	Network⊕	*(6 Courses @ THE COMMUNITY COLLEGE)*
	Introduction to Engineering	Digital Electronics	*(2 Additional Courses @ THE COMMUNITY COLLEGE)*	Public Speaking
			Introduction to Microcomputers	Microcomputer Operating Systems
			Information Systems Fundamentals	Data Communications
			English Composition	Microcomputer Programming
			Intermediate Algebra	Database Design & Management
			Introduction To Business	Principles of Management Information Systems
Possible Visual Communications/ Graphic Design Pathway	Computer Applications	Interactive Media I	Interactive Media II Advanced Visual Arts	*(6 Courses @ THE COMMUNITY COLLEGE)*
				Fundamentals of Imaging
			Survey of Art & Culture I & II	Introduction to Computer Graphics
			Graphic Design	Drawing for Visualization
			English Composition	Graphic Design I & II
			Typography	Web Design
				Fundamentals of Design

We believe that whenever possible students should be able to earn both high school and college credit from the same courses through a system of dual credit and/or concurrent enrollment. Dual credit is typically awarded to students who complete higher-level high school courses that also meet the course curriculum requirements of the community college, while concurrent enrollment allows high schools to grant credit for courses taken at the community college. Instructors of general education dual credit courses must meet the licensure requirements of the school district and the credentialing requirements of the community college.[33] We understand that it will be difficult for the community college to offer high-school-based dual credit for core content area courses until the statewide dual credit policy adopted by the Commission for Higher Education goes into effect in August 2007. Transferability of credits among Indiana's state colleges and universities will be part of the new statewide policy and can easily consider dual credit for core content area courses offered by the school district. It is our hope that many of the core content area courses offered by the ECHS will be eligible for dual credit. (See Appendix H for a matrix showing the community college's current credit transfer agreements.)

The school district and the community college already have several dual credit agreements in place for career and technical education courses offered at McKenzie Career Center. These dual credit courses can be easily included in the establishment of Pathways leading from high school to career and technical programs at the community college and we hope expanded to include many more.

Concurrent enrollment offers students additional opportunities to earn both high school and community college credit in the same courses. It may be necessary for the ECHS to employ different course titles or to acquire waivers to offer credit for students enrolled concurrently in community college core content area courses, but the bureaucracy seems manageable. Some courses in a student's Pathway may be taken for community college credit only, or in concurrent enrollment as a high school elective credit too.

Students must demonstrate readiness for college-level work on the COMPASS placement test in order to be enrolled in any course for which the community college offers credit as a concurrent course. Students must earn a grade of "C" or above in the ECHS to get credit; presently it is the college's policy to accept only a "B" or better in order to receive community college credit either dual enrollment courses.

Daily Schedules

Students' daily schedules must become much more flexible and individualized in order to make college courses and learning outside of the high school walls more accessible. Since most college courses do not meet daily, students may have different time schedules on different days. Students may be arriving and departing from the ECHS at many points during the day and will have the opportunity to take night classes at the community college, e-classes from the school district, online courses from other universities, or learn from other sources when appropriate and accessible. Students will be encouraged to participate in internships related to their chosen Pathways. The Core Team has examined schedules from model sites and in planning an April trip to the Dayton Early College Academy. Once a director is in place, the daily schedule will be finalized.

How the Work of a Student in a Particular Subject Area is Aligned with Specific State Standards

Sara's 9th-grade biology teacher invited several ecology experts to visit the class to describe invasive species in Indianapolis and problems they cause. After some discussion, the students decide to study the impact of the expanding starling population. First, the students identify the Indiana Academic

[33] Licensing requirements for high school teachers are outlined on the Indiana Department of Education/Division of Professional Standards website: http://www.doe.state.in.us/dps/welcome.html. Community college faculty must hold a masters degree in the content area in which they teach or a masters degree in a related field plus at least 18 hours of graduate credit in the content area.

Standard[34] they will meet and create a rubric by which their learning will be assessed. Once their rubric is approved, the students study information available to them online, in libraries, from local experts, from government agencies, and many other sources.[35] As the students work together, their teacher sometimes contributes a mini-lesson to present background information or give them tools for working together or solving problems. She frequently refers to the rubric that the students designed, asking them how they plan to accomplish something or where they need help. As the students gather background information, they become concerned about the impact of starlings on native bird habitat and about the human health risks they present. Following scientific method, they pose questions to guide their own data gathering: How big is the starling problem in our community? Where do starlings nest? What harm do they cause? What is the best way to address the starling problem? They make plans to gather data, with local experts helping locate where starlings congregate and field trips to observe and record using a digital camera. They use a laptop to enter data into a database.[36] They collect droppings to analyze in the school laboratory, with help from an epidemiology professor at the community college, then assemble the data into findings, conclusions, and recommendations and make a presentation to the county council.[37] In the context of developing fears about a global bird flu pandemic, their work has generated more questions which the students plan to pass on to the next class.

Students with Limited English Proficiency, Disabilities, and Those Who Enter Below Grade Level

Additional support for ECHS students with limited English proficiency, those with disabilities, and those who enter the school below grade level will be provided through a contract with the school district.

Students will be served in the regular classroom settings in accordance with the requirements of their Individual Education Plan (IEP). Each student will work with teachers, the director, guidance counselor, and parents to create his/her own career pathway, which will determine coursework taken and academic standards addressed.

Limited English Proficiency. The district's framework is based on cognitive learning theory where all learners are viewed as mentally-active participants in the teaching and learning process. ECHS students who are learning English will be provided with opportunities to learn grade-level content while developing their listening, speaking, reading, and writing skills in English. Students will be taught explicit learning strategies through applying prior knowledge to help solve new problems, using higher-level thinking skills, and self-monitoring their own thinking and learning.[38] The district has adopted the Indiana English Language Proficiency Standards as the basis for its instructional program. Social service assistance to address student and family needs will be provided by the school counselor, with support from MSDLT and community agencies. Parents may also take advantage of a variety of family literacy opportunities offered by the school district throughout the year.[39]

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[34] Science B.1.38: Understand and explain the significance of the introduction of species, such as zebra mussels into American waterways, and describe the consequent harm to native species and environment in general.

[35] National Educational Technology Standards for Students 5.a: Students use technology to locate, evaluate, and collect information from a variety of sources.

[36] NETS Standard 5.b: Student use technology tools to process data and report results.

[37] Writing 9.4.4: Use writing to formulate clear research questions and compile information from primary and secondary sources; 9.4.9: Use a computer to design and publish documents…; 9.5.3: Write expository compositions…9.5.7: Use varied and expanded vocabulary appropriate for specific forms and topics; 9.5.8: Write for different purposes and audiences; 9.7.15: Deliver expository presentations…; NETS Standard 3.b: Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.

[38] Additional details about the district's ESOL program is available in the 2005-06 Local Plan Narrative available from the Education Service Center.

[39] Detailed information on the standards, placement, and MSDLT's services to students with limited English proficiency is available in the district's ESOL Handbook.

Learning Disabilities. Students who have been diagnosed with learning disabilities will have an Individualized Education Program (IEP), a written agreement between the parents and the school about what the student needs and what will be done to address those needs. In accordance with the Individuals with Disabilities Education Act (IDEA, formerly PL 94-142), IEPs will be drawn up by the ECHS educational team for the exceptional child and must include the student's present levels of academic performance, annual goals for the student, short-term instructional objectives related to the annual goals, special education and related services that will be provided and the extent to which the student will participate in regular education programs, plans for starting the services and the anticipated duration of services, appropriate plans for evaluating, at least annually, whether the goals and objectives are being achieved, and transition plans for older students.

Physical Disabilities. The ECHS will rely upon the school district's extensive experience and well-developed policies and support systems in supporting students with physical disabilities. The school district uses a four-step decision making process for evaluating a student's need for accommodations. Step 1, identification, addresses environmental needs, including the activities in which a student participates; access modes, i.e., how the student will use the accommodation; output needs, i.e., what products will be produced—voice, print, data, etc.; and initial targets, the things which will motivate a student and allow him/her to easily achieve academic goals; and future considerations. Accommodations must not only meet a student's current needs and abilities, but also grow with the student as new skills and abilities develop and new environments are added. Step 2, matching, surveys current accommodations to find potential matches between the needs and abilities of the students as identified in the identification process and appropriate accommodations. It is likely that there will be several alternatives to consider. In Step 3, implementation, the student chooses and begins to use the appropriate accommodation. In Step 4, recommendations, continued use of the accommodation is evaluated. Follow-up needs are determined on an individual basis but are required in order to insure proper utilization and training of the assistive technology and correct implementation into the student's educational program.

High Abilities. The inquiry instructional focus of the ECHS will provide many opportunities for students with high abilities to pursue personal interests and develop talents. Because each student will have a Personal Educational Plan, there will be no limits to the aspirations of any student. The school district's coordinator of gifted and talented program will provide consultation services.

C. Assessment

Assessing Student Progress

The primary purpose of assessment at ECHS is to improve teaching and learning. The student assessment plan includes state-mandated assessments, national diagnostic and placement tests, performance task assessments, rubrics, a portfolio system, and classroom assessments. The plan includes internal, external, diagnostic, formative, and summative assessments.

Diagnostic assessment will help the teacher and student determine what the student knows and is able to do and will be used in goal setting. Formative assessment will provide information throughout the teaching and learning process and will guide instructional decisions, time allocation, and selection of learning tools and resources. Summative assessment will provide a measure of progress at a point in time, providing information on accountability for students, teachers, and the school.

Assessment results will help parents monitor their student's progress. Results will also provide help and encouragement for students and families and help families make a positive connection with the teacher. Student assessment data will drive decisions related to curriculum implementation and revision, scheduling, grouping, staffing and professional development, and resource allocation. This comprehensive assessment plan is intended to provide an ongoing inquiry, raising questions, collecting data to provide possible answers, and making reasoned decisions about necessary changes in instruction, curriculum, practices, and resources that will affect student performance.

External/Standardized Assessment Requirements

Indiana's **ISTEP+**, including the **Graduation Qualifying Exam** (GQE), will be used to measure student progress. It tests basic and applied skills through the use of multiple-choice and short-answer essay responses. Teachers will work with students to analyze and practice the formats used on high-stakes tests and provide opportunities throughout instruction for writing on prompts and showing thinking in mathematics. Results of the testing will be used to promote reflection on learning, setting goals for students, improving instruction, and identifying areas for professional development.

Measures of Academic Progress (MAP), developed by the Northwest Evaluation Association (NWEA), will be used to establish baseline achievement data in reading, language usage, mathematics, and science, and to monitor student growth and achievement in the early fall and late spring each year. Teachers and students receive immediate results that have practical application to teaching and learning. This diagnostic and formative information will help guide goal setting by the student, allow students, parents and teachers to monitor growth, and assist with the development of personal education plans.

The **COMPASS/ESL** placement test utilized by the community college, will serve a dual purpose. A comprehensive, computer-based test of reading, writing, and mathematics, the COMPASS test will help place students into appropriate community college courses. Results will determine when a student is prepared to enroll in a community college course, guide instruction, identify specific tutoring needs, and help students set goals. Students will take the test in the summer before they enter their freshman year, providing a baseline for them and their parents. They will continue to take the assessment each year until they have gained admittance to community college courses.

All ECHS sophomores will take the **PSAT** as a practice for the SAT test, because it includes the same types of critical reading, writing, and math skills multiple-choice questions as the SAT. With their advisors, the students will reflect on the test and identify issues. The results of the test will be shared and reviewed as a learning experience for the student and teachers.

During their junior and senior years, students will take the basic **SAT** college admission test, a four-hour test that measures critical reading, mathematical reasoning, and writing skills. In addition, they may take SAT subject tests, one-hour tests made up of mostly multiple-choice questions that measure how much students know about a particular academic subject and how well they can apply that knowledge. Required by many colleges for admission, the tests also provide a formative opportunity for students' personal education planning.

The **ACT** is a set of four multiple-choice tests. The English portion measures standard written English rhetorical skills; the math portion measures skills such as problem-sovling, pre-algebra, algebra I, geometry, and some higher-level math. The reading section measures comprehension. The science section measures the interpretation and evaluation, reasoning, and problem-solving skiklls equired in the natural sciences. ACT Plus Writing adds a writing prompt that measures skills emphasized in high school and entry-level college composition. The ACT is used by an increasing number of colleges for admission; it also provides formative opportunities for teachers and students.

All students who are completing Algebra I, English 11, and Biology will take the **Core 40 exams** in those subjects, which are available electronically every year in May. The exams will give the students experience in formal testing. Data from these exams will drive instruction in those content areas. (Core 40 exams are not currently utilized as part of admission to Indiana colleges, but indicators point in that direction.)

Beginning in the spring of 2007, all students will participate bi-annually in the **High School Survey of Student Engagement** (HSSSE), which measures the extent to which students engage in educational practices associated with high levels of learning and development and allows schools to improve school features that affect engagement.

ECHS students will also take the **Community College Survey of Student Engagement** (CCSSE), beginning in 2009. CSSE benchmarks focus on institutional practice and student behaviors that promote student engagement and correlate highly with student learning and persistence. The results are a resource for assessing quality and improving the performance of the college.

Internal Assessment Requirements

Performance task assessments will be an integral part of the inquiry learning at the ECHS. With pre-established performance criteria taken directly from the Indiana Academic Standards, the performance task assessment is a series of tasks that require students to apply knowledge they have constructed during the learning and are designed to assess progress toward meeting the standard. Presentations of projects and performance tasks will be an expectation and an integral part of the school culture, not confined to the classroom but extending to peers, families, and the community. Task assessments might include essays in response to community/state/national/international issues, presentations to other schools or community partners, showcases and exhibitions, competitions, community projects, and senior capstone projects. Performance task assessments—and all the work that goes before and after them—emphasize the process of learning and not just the end product. They provide an amazing opportunity for parent and community involvement in conversations with students about their learning.

ECHS assessment will regularly include **rubrics**, established sets of parameters for scoring students' performance on a measurement scale, include clear criteria, performance descriptions for each criteria, and sample responses (anchors) that illustrate the levels of performance. Rubrics will integrate content standards and 21st century skills. The school district has developed a web-based tool for teachers to use in creating rubrics; students will also contribute to rubric development, to help them internalize the standards of excellence and recognize when they are achieving them.

Student portfolios are another assessment approach that aligns with the ECHS inquiry instruction. Portfolios will be purposefully integrated collection of student work showing effort, progress, or achievement in various areas. Students will select items for their portfolios, utilizing a process of self-reflection and with clear criteria for success. Students will use LT Online to store their portfolios electronically, before submitting it to a panel. The portfolio will be the focus of conversations between students and their peers, students and teachers, students and their families, and students and community members.

Classroom assessments will serve to structure and guide the daily work of students and teachers. Assessment might be formative, designed to provide information about student learning to guide future work, or summative, assessing mastery of content and enabling students to move on to more challenging work. Classroom assessment might include reviewing oral and written feedback; keeping ongoing records of assignments; circulating in the room to see how students are performing; employing performance assessment tasks; using rubrics for assignments, projects, and products; focusing beyond student answers to the thinking behind the answers; and analyzing student work to ensure understanding. Ongoing classroom assessment helps the teacher to refocus and differentiate instruction.

Studying student work will be the focus of the school's own learning community, as teachers work together to analyze diagnostic and summative data on student learning and share effective instructional strategies to improve learning.

Assessment results will be shared with a variety of audiences. Teachers will communicate results to students to help them direct their own learning. Students and teachers will also share results with parents through exhibitions, portfolio reviews, the school's web site, regular progress reports, report cards, and student-led conferences. Advisors on both campuses of the ECHS will work closely with individual teachers to receive and share regular assessment reports. The school will share results with the community through its web site and the school report card issued to the public, as well as through the variety of performances hosted by the school.

Assessing School Progress

School planners have reviewed the benchmarks developed by the National Early College Consortium (attached in Appendix E) and recommends that the school gather data in the seven areas included in those benchmarks:

- Students graduating with a high school diploma and up to two years of college credit, as measured by student attendance, persistence, graduation rates, and college credit and degrees earned.
- Enabling conditions necessary to prepare students for success in a rigorous, well-structured academic program, measured through mission, leadership, school culture and design, location, student recruitment and selection, and teacher retention.
- Comprehensive student supports based on students' academic and social needs, measured by personalization, respect/responsibility/safety, and transfer and articulation plans.
- Effective instructional practices, as measured by curriculum and instruction, student assessment, continuous improvement, and professional development. In addition to traditional standardized tests and authentic assessments outlined above, the school will participate in the High School Survey of Student Engagement (HSSSE). The HSSSE provides useful data about student behavior and attitudes and the school environment; results can be used to study trends in the school and to compare the school's performance with other schools in the district and with national averages.
- Strong secondary-post secondary partnerships to ensure student success, as measured by collaborative leadership, agreements, and planning and coordination.
- Engagement of students, parents, community, business, and public agencies in developing and sustaining schools, as measured by leadership, outreach and recruitment, parent and family involvement, and community engagement.
- School sustainability, as measured by policy, financing, and long-term school sustainability.

In addition, the school will track student internships and periodically survey all the school's audiences for satisfaction.

D. Special Student Populations

The ECHS will provide opportunities for all students who attend, regardless of ability, as required by law. Through a contract, staff at the ECHS will work closely with experts at the school district to identify student needs, develop Individual Education Plans (IEPs), and monitor progress of students with physical disabilities, learning disabilities, limited English proficiency, and those with high abilities. (For additional details, see p. 21.)

IV. Organizational Viability and Effectiveness

A. Enrollment/Demand

Recruitment Process and Promotional Efforts

In late 2005, school district planners introduced the ECHS to middle school and high school counselors, who will play key roles in identifying students and encouraging them to apply. A "Questions & Answers" pamphlet for students and parents and mailed it, along with an invitation letter, to parents/guardians of every seventh, eighth, and ninth grade student (see Appendix F). Information is

available on the district's web site. A full-color brochure is in production. The communication/marketing plans and timelines for the school district and the community college are attached in Appendix G.

Both MSD of Lawrence Township and Ivy Tech Community College are deeply committed to ensuring open access for students. Choice is a hallmark for the residents of the MSD of Lawrence Township. This new school will offer another option for high school students, in addition to those already available through private schools, two large comprehensive high schools, the McKenzie Career Center, and the school district's alternative programs.

Although admission is open to any interested student, school principals, teachers, and counselors will focus recruitment on the following groups:

- First generation college students
- Students entering the ninth grade
- Student identified, using multiple indicators, as having the capability of success in college but who might not have the advocacy of adults or have not performed to their potential

Recruitment materials make it very clear that the school will have a rigorous curriculum that will meet Core 40 graduation requirements, use an inquiry learning approach, include an internship, and offer the opportunity to earn college credit, up to an associate degree, by the time of high school graduation (see Q&A in Appendix F).

Evidence of Parent Demand

Early responses indicate that parents are pleased. Since the school began accepting applications in late January, the district has received many calls and inquiries. By the end of February, approximately 60 applications had been received from eighth grade students and 40 from ninth grade students.

If more students apply than the school can accommodate, selection will follow a lottery procedure.

B. Governance and Management

1. Articles of Incorporation

The school district is working with its attorney and is planning to file this document in March 2006.

2. Bylaws

The school district is working with its attorney and is planning to complete draft bylaws in March 2006, for adoption by the board at its first meeting.

3. IRS 501-c-3

The school district is working with its attorney and is planning to file the documents required in March 2006; approval usually takes three to six months.

4. Description of Roles and Responsibilities of Board, Director, Other Key Personnel

The responsibilities of the board, director, staff, advisory committee, and the two founding partners, the school district and the community college, are outlined in Table 3. An organization chart is included in Appendix J.

Table 3: Roles and Responsibilities

Responsibility	***Role***					
	Board	Director	Staff	Advisory Committee	School district	Community College
Policy	Adopt policy; monitor implementation	Develop and recommend policy to board; oversee implementation	Implement policy	Provide advice upon request	Provide advice; coordinate with district policy	Provide advice; coordinate with college policy
Budget	Assume fiduciary responsibility for the school; adopt budget; approve contracts; participate in fund raising	Develop and recommend budget to board; negotiate contracts; manage finances; participate in fund raising	Provide input on priorities for expenditures	Provide advice upon request	Provide advice upon request; negotiate contract for services	Provide advice upon request
Leadership	Hire, support, and evaluate director; participate in board development	Hire, support, and evaluate staff; provide professional development	Participate in hiring, upon request; participate in professional development	Provide advice upon request	Provide advice upon request; provide HR support services	Provide advice upon request
Planning	Adopt plans; assure the school meets all legal obligations; monitor programs to assure mission alignment and progress to goals	Develop and recommend plans to board; implement plans; comply with all legal obligations	Participate in implementing plans; implement procedures to meet legal obligations	Participate in planning	Participate in planning	Participate in planning
Public Awareness and Support	Promote the school and its programs in the community; participate in partnership development	Promote the school and its programs in the community; take the lead in developing partners	Participate in promoting the school; implement partnership programs with students	Participate in promoting the school and identifying new partners	Participate in promoting the school and identifying new partners	Participate in promoting the school and identifying new partners

5. Policy Development, Decision-making Process

The board will follow all federal, state, and local laws and regulations, and its own bylaws in making decisions.

The board will make policy decisions based upon the recommendation of the director and careful consideration of research, and public input as situations require.

6. Recruitment, Selection, Development of Board Members

The selection process, terms, and replacement process will be covered in the school's bylaws. Because the school will be unique, professional development will be critically important for all stakeholders, including the board. Board members will participate in regular professional development provided by the school.

7. Partner Information

Ivy Tech Community College-Central Indiana

Ivy Tech Community College of Indiana is a founding partner of the Lawrence Early College High School for Science & Technologies (see their letter of support in Appendix I). Contact:

Nancy DiLaura, Executive Director
Ivy Tech Community College-Lawrence Campus
9301 E. 59th St.
Indianapolis, IN 46206
317.921.4312
ndilaura@ivytech.edu

Ivy Tech Community College representative have been important contributors during the planning for the school (see p. 11). The ECHS will meet needs identified by the community college (see p. 3). The board of directors will include one community college representative and a community representative jointly identified by the school district and the community college (see p. 11). Curriculum Pathways include Ivy Tech courses beginning in the ninth grade (see p. 17); community college representatives are working to define course credit accumulation in a complicated state policy environment (see p. 20). The community college will be involved in assessing student progress and the progress of the school and the partnership (see p. 27).

Other Community Partners

Partnerships with local businesses and community organizations are critical to reaching the goals of the ECHS to support inquiry-based learning and to provide internships for every student. A number of local businesses have indicated their interest; once the director and counselor are hired, the process of developing relationships with them and with others will begin.

C. Budget and Finance

1. Revenue and Expenditures

Revenue and expenditures for the school are detailed in the budget in Appendix K. Revenue projections are based on estimated $5,500 ADM per-student payments (increasing from Year 1 to 4), state and federal discretionary funds for charter schools, a $260,000 implementation grant from the Network of Effective Small Schools of Indianapolis, and miscellaneous lunch and other revenue. Expenses will include many services provided through a contract with the school district, including staff salaries and benefits, HR support services, transportation, pupil personnel, special education support services, facilities rental, information technology, food service, security, and professional development. The ECHS will cover

tuition expenses for students enrolling in community college courses. The community college will contribute library services and COMPASS placement testing. Additional funding will be sought to support expenses for community college textbooks, internships, additional professional development, and equipment and technology.

2. Cash Flow Analysis

Month-to-month cash flow analysis is included in Appendix K.

3. Potential Contributors

The planners have identified several potential sources of external support for the ECHS:

- National Governor's Association grant, through the Governor's Office, to support development of small high schools
- Walton Family Foundation, which supports planning, development and growth of quality charter schools. Indianapolis is on the list of focus areas which may apply.
- Lumina Foundation, which is interested in expanding access to and success in education beyond high school. Ivy Tech Community College-Central Indiana currently has a grant from them to redesign its student advising processes.
- Lawrence Township Schools Foundation, a not-for-profit fund raising group that supports MSDLT.
- Corporate partners, for example, USA Group, which currently funds the school district's AVID program.

D. Transportation

"Power of the site" is often referred to in the research regarding early college high schools. Evidence suggests that to achieve maximum benefit from the early college experience, students need to find themselves in an environment that creates a high level of expectation, academic performance, and good conduct.

Since the community college does not presently have a site available, the ECHS will substitute the "power of the collaboration," with a "Lower School" and an "Upper School." Extensive planning by the school and the community college will ensure that, from the beginning to the end of high school, students are fully engaged in a collegiate environment utilizing facilities, taking courses, and forming relationships with faculty members at both institutions.

Freshmen and sophomores will use a portion of the school district's McKenzie Career Center as their "home base," with opportunities to use the community college's Fairbanks Center (Lawrence Campus) as the site for school orientation in the summer, Life Skills classes, and COMPASS testing.

As the students enter their junior year and throughout their senior year, more and more of them will be incorporated into college classes at the community college. We envision that some space at the Fairbanks Center will be needed to support ECHS students while they are on the college campus.

Transportation for students residing in Lawrence Twp. to the ECHS site will be provided through a contract with the school district. As necessary, transportation to the community college will be provided by the school district. Some juniors and seniors may be able to drive themselves, but the school will assure that no student is unable to take a community college class or participate in school activities there due to lack of transportation.

Appendix C

Appendix C: Director Job Description

POSITION ANALYSIS

Title: Lawrence Early College High School Director

Qua1ifications:
1) Successful experience in secondary school administration
2) Possess appropriate administrative certification
3) Other qualifications as determined by the Charter Board

Reports to: Lawrence Early College High School for Science & Technologies Charter Board

Performance Responsibilities:

The successful candidate must embody the mission of the Lawrence Early College High School for Science and Technologies to provide a unique supportive learning environment in which high school students who have the capacity and potential to be successful master rigorous academic content, earn college credit, and gain life and career skills necessary for success in the 21st century workplace. The director must value learning for its own sake and for the career choices the school puts before students. The director must engage parents and community partners to support learning through internships, mentoring, and advocacy and to ensure that the school's vision is regularly reinforced and renewed.

A. Leadership

1. Establishes and communicates the shared vision and goals of the school, in collaboration with students, staff, parents, and community.

2. Seeks and develops resources to support the educational program of the school via fundraising, partnerships, grants, and other sources

3. Fosters and enhances the Lawrence Early College High School for Science & Technology partnerships with MSD of Lawrence Township and Ivy Tech Community College to maximize benefits to students.

4. The director will provide the connection, collaboration and on-going professional development which embodies a partnership of teaching and learning with the post secondary faculty and staff of Ivy Tech Community College.

B. Instructional Leadership

1. Provides leadership to stimulate imaginative and innovative classroom instruction that will include:
   - 21st Century Skills
   - Differentiation
   - Project-Based Learning

2. Provides leadership in regard to instructional strategies, and use of resources and equipment in light of new research and developments in education.

3. Accepts responsibility for supervision and evaluation of instruction.

4. Leads staff, community, and students in a school improvement process leading to the achievement of school goals, as well as P.L. 221/PBA Accreditation.

C. Professional Development

1. Embrace life-long learning, while constantly seeking professional improvement and personal growth.

2. Creates and facilitates opportunities for all staff to grow professionally and improve performance individually and collectively.

3. Connects professional development activities and student achievement through data collection and analysis.

D. School Relationships and Culture

1. Provides an atmosphere that promotes a positive self image for each student and the development of constructive social skills and attitudes.

2. Creates an environment in which open communication within the diverse school community leads to collaboration and innovation.

3. Leads all staff to provide students with academic counseling, personal guidance, and assistance in establishing learning pathways.

E. School Management

1. Plans for and coordinates delivery of services from MSD of Lawrence Township for human resources, business, curriculum, special education, ESL, transportation, and food services.

2. Maintains the organizational viability of Lawrence Early College High School for Science & Technology by assuring financial stability and student enrollment.

3. Recruits and evaluates a superior faculty and staff.

4. Ensures that there are written policies in the areas of discipline, attendance, health services, and other areas needed to run an efficient and orderly school.

F. Board Relations

1. Creates agendas for and facilitates Charter Board meetings.

2. Prepares reports and updates for the Charter Board's regular meeting that include:
   - Financial Statements
   - Progress toward school goals
   - Personnel recommendations

G. Performs all other tasks as determined by the Charter Board.

A CHARTER SCHOOL LEADERSHIP OPPORTUNITY

Lawrence Early College High School
FOR SCIENCE AND TECHNOLOGIES
A collaboration of MSD of Lawrence Township & Ivy Tech Community College-Central Indiana

LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE & TECHNOLOGIES DIRECTOR

FEBRUARY 2006

7250 East 75th Street
Indianapolis, Indiana 46256
(317) 423-8200

OUR MISSION
Who We Are

The mission of the Lawrence Early College High is to provide a unique supportive learning community in which high school students who have the capacity and potential to be successful, master rigorous academic content, earn college credit, and gain life and career skills necessary in the 21st century workplace.

OUR CORE PRINCIPLES
What We Affirm

* Shared Vision of Student Success
* Accelerated Career Preparation
* Small, Personalized Learning Environments
* Culture of Learning
* Focus on Outcomes
* Respect and Responsibility
* Technology as a Tool

For more information about our school, please visit our web site at: *<www.ltschools.org>*

APPLICATION FILE

An applicant's file should include these documents:

1. Letter of application indicating interest in the position.
2. Personal resume.
3. Completed on-line application form through www.ltschools.org.
4. Three (3) current letters of recommendation.
5. Copy of valid Indiana principal's license/ certification or documentation to acquire such license.

TIMELINE

- All materials must be received by **March 13, 2006.**
- Be available for interviews March, 20- 31, 2006
- Be available upon request to host Lawrence Township administrator(s) at your present school.
- Board Appointment - April, 2006

All documents should be mailed to:

Dr. Walter Bourke
Director of Secondary Education
MSD Lawrence Township
7601 E. 56th Street
Indianapolis, Indiana 46226

LAWRENCE TOWNSHIP

The Lawrence Early College High School for Science and Technologies (LECHSST) seeks an outstanding educator to serve as its first director. The director will have the opportunity to lead the initiation of the educational program for grades 9-12 in a school that will serve as a model of urban educational excellence where 100% of graduates will attend college.

The new director will bring a clear and sophisticated educational vision, experience, and a track record of success in urban education and an inspirational presence to the entire school community. The director will carry out and communicate the vision through oversight of daily operations and productive working relationships within the school community to effect a smooth transition for students.

The Search Committee believes this is a unique leadership opportunity with lattitude for creativity and visionary thinking in building the enterprise. The ideal candidate will have a commitment to education reform and a passion for educational excellence, the ability to build a strong school community, the skills to attract and retain talent and resources, a history of developing strong partnerships, and will have a collaborative but decisive working style. The director will report to the LECHSST Board of Education.

Throughout Indiana, Lawrence Township is recognized as a "lighthouse" school district. This reputation is evidenced by the outstanding teachers and administrators that are recruited and choose to remain in Lawrence Township because of it innovative educational programs and consistently high student achievement.

KEY CHALLENGES OF THE POSITION

The director is the instructional leader of LECHSST. The director is ultimately responsible for effectively carrying out the internal mission of the school, and for the fulfillment of the mandates of the chartering entity. LECHSST seeks an exceptional individual who has both the capacity and the demonstrated track record to respond effectively to the following challenges:

- Create a structure and culture for the new high school
- Direct the institutional focus on student achievement
- Create a high performance, sustainable educational enterprise
- Hire, inspire, train and retain an excellent high school faculty
- Develop a professional learning community
- Transform classroom instruction to be focused upon Project Based Learning

REQUIREMENTS FOR APPLICATION

QUALIFICATIONS

The LECHSST is committed to excellence in education and the Charter Board is seeking a candidate that possesses the following qualifications:

1. A demonstrated record of visionary, innovative leadership to promote the success of all students.
2. The knowledge and skill to implement change which positively impacts student achievement.
3. The knowledge and skill to promote curriculum development, implementation, and evaluation.
4. Collect, analyze, and utilize appropriate data to drive decision-making.
5. The ability to collaboratively utilize the strengths of staff, students, parents, and community in creating a quality learning environment.
6. The ability to create a climate highly supportive of excellent teaching and high expectations of students.
7. A strong background in developmentally appropriate instructional strategies.
8. A desire to promote teacher growth through positive, effective evaluation.
9. Appropriate, successful teaching experience.
10. Evidence of strong writing and speaking skills.
11. The ability to prescribe and provide effective staff development for teachers.
12. An understanding and demonstrated knowledge of effective use of technology as an instructional, communication, and management tool.

SALARY AND BENEFITS

Salary will be commensurate with experience. A comprehensive benefits package includes health, dental, vision, life and long-term disability insurance. Retirement is fully paid.

THE APPLICATION PROCESS

The Charter Board of the Lawrence Early College High School for Science and Technologies will accept applications from all qualified candidates. Applications will be treated confidentially and receipt of each application will be acknowledged. The LECHSST is an equal opportunity employer.

Appendix D

Appendix D: Brief Biographies of Core Team Members

Dr. Marcia Capuano, Co-Chair, recently retired after a distinguished career as Assistant Superintendent of Curriculum & Instruction at MSD of Lawrence Township. While in MSD Lawrence Township she provided leadership for the Early Childhood Centers, the $6+ million Digital Literacy Initiative, the Closing the Achievement Gap Task Force, and the Early College High School. She continues her involvement as a consultant to the Lawrence ECHS for Science & Technology and to the Digital Literacy Initiative. She earned a B.S. in Education with a major in health and physical education from Wittenberg University, a Masters in Education from the University of Delaware in Educational Leadership, and an Ed.D in School Administration from Indiana University. During her thirty plus years in education, Dr. Capuano has been a teacher, dean of women, student advisor, assistant principal, and principal in private, parochial, and public schools in Ohio, Utah, Kentucky, and Delaware before returning to Indiana as principal of Harshman Middle School in Indianapolis. She moved Harshman from being a low-performing school to well on its way to being recognized as a model urban middle school. She was honored with the Petra Foundation Award in Washington in 1992 and the prestigious Milken National Educator Award in 1995. In 1998, she continued her work in Indianapolis Public Schools as a Regional Director. Since January 1999, Dr. Capuano has served as Assistant Superintendent for Human Resources, and presently for Curriculum and Instruction, in the Metropolitan School District of Lawrence Township. In 2000, she was honored by the YWCA in the "Salute to Women of Achievement." Dr. Capuano serves as a member of the Board of Directors for the Mental Health Association of Marion County, member and previous chair of the Board of Visitors for the School of Education at Butler University, member of the IUPUI Council on Teacher Education, and member of the Alumni Board for the School of Education at Indiana University.

Dr. Nancy DiLaura, Co-Chair and Executive Director, Ivy Tech Community College-Lawrence Campus, is a former executive assistant for education to Governor Bob Orr. Dr. DiLaura has served on numerous local, state, and national education committees, including the selection committee for the US. Department of Education's Blue Ribbon Schools. She also serves on the boards of local youth-serving agencies, including the Benjamin Harrison YMCA and Hook's Discovery and Learning Center. Dr. DiLaura earned her doctorate in educational leadership and policy studies from Indiana University.

W. Michael Clippinger, Assistant Dean of Academic Affairs and Professor of English, has risen through the ranks at Ivy Tech Community College-Central Indiana, from Writing Instructor in 1974, to Writing Program Chair, Developmental Studies Department Chair, General Education and Support Services Division Chair, to his current position, in the fall of 2000, of Assistant Dean. He has taught a broad spectrum of creative writing, business writing, and composition courses at all college levels, remedial through graduate courses, as well as courses and workshops in writing for business and industry in the central Indiana region. Michael graduated from Indiana University-Bloomington with a B.A. in English, then continued his studies in Bloomington, earning an M.A. with a double major in English and creative writing. Michael has participated in numerous regional and statewide educational efforts to improve language arts education in the public schools, including developing statewide English standards, CORE 40 English standards, and criteria and materials for assessing CORE 40 English standards. He is directing the College's efforts to develop a transfer center.

Jerry Coddington, Executive Director, Community Campuses, Ivy Tech Community College-Central Indiana, holds a B.S. in Education from Indiana University, an M.S. in Human Resource Development from Indiana State University, and completed coursework for an Ed.D in Higher Education Administration at Indiana University. In addition to directing the Community Campuses program, Coddington teaches labor history.

Brad Eshelman, Assistant Superintendent for Human Resources, has brought his knowledge of hiring and staff planning to the Core Team. Prior to joining the school district in 2000, he was director of personnel and special programs (1989-2000), principal (1985-1989), assistant principal (1982-1985), and teacher (1979-1982) at MSD of Decatur Township. He holds superintendent, secondary administration and supervision, and teaching licenses. He received his B.A. in political science at the University of Florida, his M.S. in Education at IUPUI in school administration, and his Specialist degree in administration at Indiana University.

Edward Freije, Principal, Lawrence Central High School, is in his 38th year in education. His experiences include 20 years as a social studies and physical education teacher in locations ranging from the very rural, homogeneous setting to a diverse urban environment and a suburban setting. Before joining Lawrence Central, he served as assistant principal and principal at New Palestine High School and curriculum coordinator for Southern Hancock Schools.

Susannah Kemmerer, Assistant Principal, McKenzie Career Center, began working for MSD of Lawrence Township in 1976 when Lawrence North High School first opened, as the Special Needs Work Study Coordinator. Two years later she became the Special Needs Department Chairperson and Project Live Coordinator. Four years later she became Community Education Director, a position she held for about ten years until a full time Community Education Director was hired. Sue has worked in Career/Technical Education since 1978 and became Assistant Director of Career/Technical Education in 2001-2002. Sue has been the coordinator of High Schools That Work Technical Assistant Teams and presenter at the National High Schools That Work Conference.

Lynn Lupold, Principal, Lawrence North High School, holds Bachelors and Masters degrees from Butler University and advanced certification in Administration and Supervision from Harvard University. During her tenure as principal at Lawrence North High School, she has developed a freshman school-within-a-school, the L.E.A.P. program designed to support incoming eighth graders who have been successful academically but not socially and behaviorally, The Principal's Advisory Council made up of student leaders, and the Advanced Learning Experience which expands learning beyond school walls through internal and external mentoring, final exhibitions, and authentic assessments. Under her leadership, the school has been recognized as a Four Star School and National Blue Ribbon School Nominee; in 2005, she served on the Blue Ribbon Selection Committee. In 2005-06, she is Co-President of the District Seven Principals' Group; in 2004, she was chosen the District Seven Principal of the Year. She has made presentations in Indiana and nationally about the school's Professional Development Academy, where new and experienced teachers earn graduate credit and experience professional growth through mentoring and action research. She is a regular participant on North Central Association accreditation teams.

Dr. Mark Magnuson, Division Chair for General Education and Executive Director for Community Campuses at Ivy Tech Community College-Central Indiana, has spent the past 13 years working in higher education at two-year colleges, primarily in developmental education, and at four-year universities in staff positions and teaching courses in teacher education. As chair of the General Education Division, he oversees approximately 6,000 students, 23 full-time and more than 250 part-time faculty members. The division provides transfer and degree course options for students in Central Indiana. He has presented a number of papers on leadership, organizational behavior, ethics, and developmental education in higher education. Dr. Magnuson earned bachelors' degrees in History, English, and Teacher Education as well as a Masters' degree in Educational Administration from the University of Saskatchewan. He earned his Ph. D. in Higher Educational Administration from the University of North Dakota.

Barry Norman, Principal, McKenzie Career Center, is a graduate of Indiana University with a B.S., M.S. and an Ed.S. He is also a graduate of the Indiana Principal Leadership Academy and Advanced

Academy. His 33 years in MSD of Lawrence Township include eight years teaching at the high schools, one year as Assistant Director of Career Education, and 24 years as Director of Career Education. He has also taught four years in the Evening Division at Butler University and one year at Ball State University. He served as a consultant on the development of two new career centers. He was elected President of the Indiana Association of Area Vocational Districts (IAAVD) and received their Outstanding Director of the Year award for 2003 – 2004.

Cyndi Stout is Coordinator of Dual Enrollment and 21st Century Scholars Program at Ivy Tech Community College-Central Indiana. In her career at the community college, she has also managed Outreach Services and the Second Chance Center and served as Advisor to the Student Leadership Academy and the Student Government Association. She was Senior Account Manager at Charter Indianapolis Behavioral Health System, Director of Education and Volunteers for the Partners in Education Program at the Indianapolis Chamber of Commerce, and a secondary classroom teacher and coach at Tell City/Troy Township School Corporation. She holds a BA in Vocational Home Economics from Indiana State University and certificates in supervisory training and fund raising management.

BENCHMARKS FOR EARLY COLLEGE HIGH SCHOOLS

The Early College High School Initiative represents a bold idea: that places where high school and college meet can provide the personalized, coherent education and meaningful credentials that set young people on a path to success in work, college, and life. The initiative targets students who are under-represented in higher education—students who have not had access to the academic preparation needed to meet college readiness standards, students for whom the cost of college is prohibitive, students of color, and English language learners. The focus of early college high schools is to develop "college-going aspirations" in their students and a "college-going culture" in the school.

The initiative is based upon a "theory of change": by changing the structure of the high school years, compressing the number of years to a college degree, and removing financial and other barriers to college, early college high schools have the potential to improve high school and college graduation rates and better prepare traditionally underserved students for family-supporting careers.

This document has been developed collaboratively by the early college intermediary organizations—Antioch University Seattle, City University of New York, Communities Foundation of Texas, Foundation for California Community Colleges, Board of Regents of the University System of Georgia, KnowledgeWorks Foundation, Middle College National Consortium at LaGuardia Community College, National Council of La Raza, Portland Community College, Public School Forum of North Carolina, SECME, Inc., Utah Partnership Foundation, and Woodrow Wilson National Fellowship Foundation—and Jobs for the Future. Its benchmarks establish a set of ideals to which all early college high schools strive, and the document serves as a planning, improvement, and teaching tool—one that can help intermediaries, school leaders, and postsecondary partners guide an early college high school's growth. As early college high schools develop in different ways, the document's benchmarks are guidelines that can be adjusted to fit the unique context of each partnership.

The seven benchmarks identified do not represent distinct, stand-alone categories. They are aspects of a set of conditions required to fulfill the goals of the Early College High School Initiative. The three phases included in each benchmark—*beginning, implementing* and *realizing*[1], represent a framework for a continuum of indicators of school progress and success. There isn't an absolute distinction between each of the phases. For example, during each, schools will most likely need to work on establishing and institutionalizing community engagement and building and strengthening secondary/postsecondary partnerships as environmental conditions and relationships change and new staff and leadership enter the early college partnership. The benchmarks incorporate an awareness of the dynamics of school development and the varying time frames required to establish an effective school. Their major value is in providing a set of standards to guide continuous development and improvement in key areas.

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[1] The beginning phase is the pre-implementation planning, which occurs prior to school opening. The implementing phase is the intermediate school development phase prior to the school's first graduating class, e.g., one to four years after opening. The realizing phase is the period of full school implementation, once a school has reached its full planned enrollment and has graduated its first class. The time frame for the final phase will vary depending upon the grades/levels served by the school, e.g., 6-14, 7-14, 9-13.

Seven Early College High School Benchmarks

#1 – *Students completing early college high schools graduate with a high school diploma and up to two years of college credit.* *Areas benchmarked are:*

A. Student attendance
B. Student persistence
C. Graduation rates
D. College credit and degrees

#2 – *Early college high schools establish the enabling conditions necessary to prepare students for success in a rigorous, well-structured academic program leading to high school graduation and up to two years of college credit.* *Areas benchmarked are:*

A. Mission
B. Leadership
C. School culture and design
D. Location
E. Student recruitment and selection
F. Teacher retention

#3 – *Early college high schools provide comprehensive student supports based on students' academic and social needs.* *Areas benchmarked are:*

A. Personalization
B. Respect, responsibility, and safety
C. Transfer and articulation plans

#4 – *Early college high schools demonstrate effective instructional practices.* *Areas benchmarked are:*

A. Curriculum and instruction
B. Student assessment
C. Continuous improvement
D. Professional development

#5 – Early college high schools establish and institutionalize strong secondary/ postsecondary partnerships to ensure student success. *Areas benchmarked are:*

A. Collaborative leadership
B. Agreements
C. Planning and coordination

#6 – Early college high schools engage students, parents, community, business, and public agencies in developing and sustaining the schools. *Areas benchmarked are:*

A. Leadership
B. Outreach and recruitment
C. Parent/family involvement
D. Community engagement

#7 – Early college high schools develop plans for sustainability. *Areas benchmarked are:*

A. Policy
B. Financing
C. Long-term school sustainability

#1 – *Students completing early college high schools graduate with a high school diploma and up to two years of college credit.*

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Student attendance	▪ School, postsecondary partner, and key stakeholders develop a strategy to motivate student attendance, e.g., student engagement in learning, early intervention strategies, counseling, and parent/family outreach.	▪ School, postsecondary partner, and key stakeholders track and quantify attendance of students in high school and college. ▪ School, postsecondary partner, and key stakeholders adjust and refine their strategy in order to improve student attendance rate in each subsequent year.	▪ School consistently has attendance rate of 95% or better.
B. Student persistence	▪ School, postsecondary partner, and key stakeholders develop a strategy to encourage persistence, e.g., parent/family outreach, early intervention strategies, mentoring, tutoring, counseling, and other supports for academic and socio-emotional growth.	▪ School, postsecondary partner, and key stakeholders track and quantify data on persistence of students. ▪ School, postsecondary partner, and key stakeholders adjust and refine their strategy to improve the retention rate of each cohort in subsequent years.	▪ School has an annual retention rate of 95% with some exceptions[2]. ▪ 5% or fewer of 9th grade students drop out prior to graduation.
C. Graduation rates	▪ School develops well-structured plan for all students to complete high school graduation requirements in a timely manner (based on school design).	▪ School annually tracks cohorts to ensure that students are on schedule to graduate. ▪ School utilizes and adjusts plan to continually increase the number of students who are on schedule to graduate in each subsequent year.	▪ 90% or better of entering 9th grade cohorts consistently graduate in a timely manner (based on school design).
D. College credit and degrees	▪ School, postsecondary partner, and key stakeholders develop a well-structured plan for all students to complete a course of study that satisfies high school requirements and provides up to two years of transferable college credits or an Associate's degree[3].	▪ School utilizes and adjusts plan to continually ensure that students are on schedule to graduate with up to two years of college credit or an Associate's degree.	▪ 90% of students graduate with up to two years of college credit or an Associate's degree. ▪ 90% of early college graduates receive a baccalaureate degree in a timely manner.

[2] Exceptions include students transferring to another program, moving out of district, leaving due to approved medical conditions or cultural factors, e.g., parental withdrawal at 16.
[3] The focus of the initiative is on the achievement of a baccalaureate degree. However, it is up to the discretion of the intermediary as to whether it will allow certification in a technical field if it is a high need for the community.

#2 – Early college high schools establish the enabling conditions necessary to prepare students for success in a rigorous, well-structured academic program leading to high school graduation and up to two years of college credit.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Mission	▪ School, postsecondary partner, and key stakeholders[4] develop a mission consistent with ECHS Core Principles and a strategy for establishing a shared mission with parents/guardians, students, faculty, and staff. ▪ Conversion schools plan process to develop and share mission with all stakeholders.	▪ School revisits mission annually with parents/guardians, students, high school and postsecondary faculty, and community members to renew, adjust, and reinforce.	▪ Parents/guardians, students, high school and postsecondary faculty, and community members model the mission daily.
B. Leadership	▪ School leader, staff, postsecondary partner, and key stakeholders believe all students will achieve and reaffirm that belief in written materials on the school. ▪ School leader, postsecondary partner, and key stakeholders understand depth and breadth of preparing targeted population for college expectations. ▪ School leader, postsecondary partner, and staff use student data, recording strengths and weaknesses, to plan targeted strategies for academic progress. ▪ School leader, postsecondary partner, local district, and key stakeholders develop a school design plan that ensures that the school has autonomy over key factors to its success.	▪ School leader, postsecondary partner, and key stakeholders make explicit the goal of up to two years of college credit and how to accomplish that goal. ▪ School leader and partners share and use research-based information on underprepared students. ▪ School leader and partners collect, analyze, and share data on improved student performance. ▪ School has the necessary autonomies, e.g., it controls budget, staffing, curriculum, schedule, student data, and professional development.	▪ School leader, postsecondary partner, and key stakeholders analyze data and refine their plan to ensure that all students stay on track for completion of up to two years of college credit by high school graduation. ▪ School leader and postsecondary partner use common planning time for staff to share strategies to improve student weaknesses, build strengths, and track progress in college classes. ▪ Use of data is embedded in the workings of the school to demonstrate progress and to ensure sustainability.
C. School culture and design	▪ School, postsecondary partner, and key stakeholders collaborate to develop a school design plan to: o Structure the school day; o Address state, district, and college requirements; o Define path to achieve up to two years of college credit; o Involve middle grades;	▪ School, postsecondary partner, and key stakeholders implement school design plan, with full regard to school's mission and the seven attributes of early college high schools. ▪ School, postsecondary partner, and key stakeholders assess effectiveness of and refine components of school	▪ School, postsecondary partner, and key stakeholders assess and refine school design plan to consistently improve student performance in subsequent years. ▪ School and postsecondary partner document students' success in entering a college or university.

[4] Depending on the model, key stakeholders may include parents, guardians, students, teachers, postsecondary faculty, district leadership, community-based organizations, community-based agencies, teachers' union, tribal governments, business partners, and/or local policymakers.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
	○ Define academic and social supports. ▪ School leader, postsecondary partner, and key stakeholders design school to meet the attributes of early college high schools: ○ Common focus on research-based goals and intellectual mission; ○ Shared, clear, high expectations and standards, with all students completing a coherent, rigorous course of study; ○ Small, personalized learning environments with no more than 400 students per high school (Early college high school may also link with feeder elementary and middle schools); ○ Respect and responsibility among students, among teachers, and between students and teachers; ○ Time for teachers/staff to collaborate and for the inclusion of parents and the community in an education partnership; ○ Emphasis on performance, with students promoted based on demonstrated competency; and ○ Technology used as a tool for designing and delivering engaging and imaginative curricula. ▪ Whether site is on or off campus, the school, postsecondary partner, and key stakeholders promote college-going culture in school and college-going aspirations in students, e.g., orientation activities, college IDs, access to facilities, seminars on campus, mentoring or tutoring programs.	design plan to ensure improved student performance in subsequent years. ▪ School and postsecondary partner continue to promote a college-going culture through a variety of activities on campus, assess the activities' effectiveness, and refine them to ensure an increase in the number of graduates who enter college.	▪ SIS will track students' persistence and receipt of baccalaureate degree in contracted postsecondary institutions.
D. Location	▪ School, postsecondary partner, and intermediary identify classroom and administrative space on college campus. ▪ If site is off campus, school, intermediary, and postsecondary partner ensure that separate and adequate classroom and administrative facilities are provided on campus.	▪ School and postsecondary partner (with intermediary, if necessary) regularly review and negotiate space needs.	▪ School and postsecondary partner (with intermediary, if necessary) continually negotiate adequate classroom space and facilities to meet the academic and safety needs of students.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
E. Student recruitment and selection	▪ School, postsecondary partner, and key stakeholders develop a recruitment plan that identifies district or other parameters, is specific and appropriate to reach targeted students as described in the ECHS Core Principles, identifies selection criteria to be communicated to the community, and involves middle school counselors, community organizations, and other key stakeholders.	▪ School, postsecondary partner, and key stakeholders collect and analyze data on student population and regularly refine recruitment plan to ensure fidelity with ECHS Core Principles.	▪ Student enrollment consistently reflects targeted population identified in ECHS Core Principles.
F. Teacher retention	▪ School leader, postsecondary partner, and key stakeholders articulate a strategy to recruit and retain teachers that incorporates: o Job descriptions and requirements, e.g., extensive content knowledge, demonstrated success with target population; o Peer mentoring program; o Professional learning community, e.g., common planning time; and o Professional development opportunities. ▪ School leader, postsecondary partner, and key stakeholders recruit highly qualified secondary and postsecondary faculty who possess extensive subject knowledge and who have demonstrated success working with the target population.	▪ School leader, postsecondary partner, and key stakeholders collect data on teacher recruitment and retention, assess the effectiveness of their strategy, and refine it as needed.	• School, postsecondary partner, and key stakeholders consistently recruit and retain highly qualified secondary and postsecondary faculty. • Average annual retention rate of secondary and postsecondary faculty is 85 percent.

#3 – Early college high schools provide comprehensive student supports based on students' academic and social needs.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Personalization	▪ The school, postsecondary partner, and key community stakeholders articulate a student support strategy that includes: o Academic supports based on quantitative and qualitative data, e.g., faculty support, mentoring, tutoring, summer bridge programs; o Advising supports based on qualitative and quantitative data, e.g., advisories, guidance and counseling, individual learning plan. ▪ The student support strategy specifies how each student will be known well by faculty and staff. ▪ School leader, partner, and key stakeholders identify agencies that provide services to students that are unavailable in the school, e.g., health clinic, DSS, DYS, DMH.	▪ School leader and teachers identify students and families in need of service, refer them to services, and track effectiveness of those services. ▪ Faculty and staff continuously improve student support through assessment of formative data, student outcomes, and data from annual surveys of stakeholders. ▪ School, partner, and key stakeholders regularly review and refine the student support strategy to ensure that the needs of students and families are met effectively. ▪ The school has the capacity to address students' needs and interests. ▪ Each student receives customized academic support and advising to achieve college goals.	▪ School ensures that families receive needed supports, both inside and outside of the school. ▪ High school and postsecondary faculty follow students for multiple years and know students' personal strengths, challenges, and goals. ▪ High school and postsecondary faculty continuously improve student support through assessment of formative data, student outcomes, and results from annual surveys of stakeholders. ▪ Students consistently receive support to accomplish higher-level work.
B. Respect, responsibility, and safety	▪ School involves all stakeholders in developing a culture of respect and responsibility that involves older students as mentors for entering students. ▪ School community develops a handbook with clear discipline policies and consequences to distribute and discuss with students, staff, and families. ▪ The school develops a process for hearing and responding to student voice.	▪ School leader and faculty identify and share effective classroom management strategies. ▪ Discipline referrals, suspensions, and expulsions are tracked and recorded, and are considerably lower than district average. ▪ School leader, high school and postsecondary faculty, and students revise handbook to reflect college policies and expectations. ▪ Student voice informs culture, e.g., student organizations, forums, presentations, mentoring, advising.	▪ Older students, both high school and college, continue to mentor entering students and speak to stakeholder groups about significance of school. ▪ Incidents of infractions identified in handbook consistently decrease in the high school, and discipline referrals are continually lower than the district rate. ▪ Students understand roles and responsibilities of being a college student and act accordingly, e.g., classroom norms, work expectations. ▪ Student voice continually informs school culture.
C. Transfer and articulation plans	▪ School, in concert with postsecondary partner and key stakeholders, develops a plan for a smooth transition from high school to college that includes: o Identification of transferable	▪ School develops a post-graduation plan for each student that includes continuing education, and school and postsecondary faculty assist student and family to complete applications and financial aid forms.	▪ School and postsecondary partner adjust and refine their plan for a smooth transition based on quantitative and qualitative data, e.g., how many courses transferred, how many students applied and enrolled.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
	courses, articulation options, and requirements to enter public postsecondary institutions; o Methods to assist students and families to complete college applications, apply for financial aid (FAFSA); o Preparation of students for college-entrance exams, e.g., SAT, ACT, Accuplacer; o Strategies to acclimate students to the support services available at college.	▪ School staff, students, and families have a clear understanding of transfer policies and requirements for the state's public postsecondary institutions. ▪ College identifies a counselor for high school students, who works with high school faculty and guidance counselors, to ensure a smooth transition. ▪ School arranges/encourages visits to different colleges and debriefs visits with students.	▪ School tracks student acceptance to and enrollment in postsecondary institutions. ▪ Students receive assistance from the college career center to develop and follow post-graduation plans. ▪ SIS tracks students' persistence and receipt of baccalaureate degree in contracted postsecondary institutions.

 # 4 – Early college high schools demonstrate effective instructional practices.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Curriculum and instruction	▪ School leader, postsecondary partner, high school and college faculty, and key stakeholders understand college expectations, state and district performance standards, and the intermediary's benchmarks. ▪ School leader and high school and postsecondary faculty align their curricula. ▪ School leader and high school and postsecondary faculty identify effective instructional strategies based on research to meet a wide range of student needs, e.g., differentiated instruction, scaffolding, project-based learning, technology integration. ▪ School leader and high school and postsecondary faculty use student data and research to understand the challenges of preparing targeted students for success in a rigorous academic program, including college courses. • School leader and high school and postsecondary faculty define literacy and numeracy as school-wide initiatives and choose instructional strategies that reinforce that commitment, e.g., writing to learn, literacy across the content areas. • School leader and high school and postsecondary faculty determine how to appropriately integrate technology into instruction. • School leader, high school and postsecondary faculty, and key stakeholders identify appropriate culturally-sensitive materials for target population.	• High school and postsecondary faculty, students, and key stakeholders are knowledgeable of college expectations, state and district performance standards, and intermediary's benchmarks. • High school and postsecondary faculty assess the alignment of high school and postsecondary curriculum and refine, when necessary. • School leader and high school and postsecondary faculty regularly review and discuss proven instructional practices that inform their teaching, analyze student outcome data, and adapt their practice as needed. • High school and postsecondary faculty use instructional strategies to simultaneously address basic needs and accelerate student learning, e.g., differentiated instruction. • Content area and postsecondary faculty include significant amounts of reading and writing in their classes. • All students have access to technology that supports and enhances learning. • High school and postsecondary faculty provide culturally-competent instruction and use culturally-sensitive materials that affirm and build on students' background.	▪ High school and postsecondary faculty, students, and key stakeholders are proficient in their use of performance standards and assessments. ▪ Students' transition to college curriculum is seamless. ▪ School leader and high school and postsecondary faculty consistently review and embed research-based practices in their instruction to improve student performance. ▪ High school and postsecondary faculty engage in action research to assess the efficacy of their instructional practices. ▪ High school and postsecondary faculty consistently and effectively analyze student outcome data and use instructional practices that accelerate student learning. ▪ High school and postsecondary faculty realize significant gains in student literacy and numeracy skills. ▪ Students and faculty use technology effectively to increase student learning. ▪ High school and postsecondary instruction consistently incorporates projects and activities that connect content to students' lives.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
B. Student assessment	• School leader and high school and postsecondary faculty develop procedures to use data on entering students to identify strengths and needs, plan programs, and design professional development. • School leader and high school and postsecondary faculty review variety of diagnostic and standardized assessments available and select one(s) to meet their needs. • School leader and high school and postsecondary faculty identify processes that enable students to assess their own learning.	• Schools schedule specific times during the school day and year for faculty to meet to review and discuss evidence of improved student performance. • School uses multiple forms of assessment (teacher-made tests, standardized tests, performance based assessment, portfolios, exhibitions) to evaluate student progress and to target instruction. • Students have opportunities to assess their own learning and that of their peers using self-assessments and rubrics.	• Schools effectively use assessments to identify students' strengths and needs, plan programs, and design professional development to ensure improved student performance. • School and postsecondary partner use multiple forms of assessment to evaluate student progress, target instruction, and revise curriculum. • Students regularly have opportunities to assess their own learning and mentor others to do the same.
C. Continuous improvement	▪ School leader and high school and postsecondary faculty develop a process to gather and analyze performance data consistently and regularly across the school to inform instruction and professional development. ▪ School leader and high school and postsecondary faculty develop a process and structure to align curriculum, instruction, and assessment with college expectations. ▪ Schools select instruments to survey all stakeholders' satisfaction with school culture, student support, professional development, parent and community participation, and other aspects of the school.	• School leader and high school and postsecondary faculty refine their data-driven process to result in improved student performance and more targeted professional development. • School leader and high school and college faculty assess effectiveness of secondary/postsecondary alignment based on improved student performance. • School conducts annual surveys of all stakeholders and uses results to inform academic practices at the school. • School conducts ongoing research on the efficacy of school design using indicators including attendance, persistence, discipline, standardized test scores, course taking and credit attainment, quality and effectiveness of student supports.	• Schools and postsecondary partners consistently analyze data on student performance (including performance in high school and college classes, results on standardized tests/college entrance tests) and use that information to refine their curriculum, instruction, and assessment strategies and professional development plan. • School leader and high school and postsecondary faculty refine alignment based on data on student performance. • School leader, staff, and postsecondary partner review results of the annual surveys and ongoing research to improve academic practice in high school and college. ▪ Schools solicit feedback from graduates on the adequacy of academic preparation and satisfaction with their early college experience.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
D. Professional development	▪ School leader, high school faculty, and postsecondary partner design a professional development plan, based on data on incoming students and needs of teachers that is embedded in the school, allows for ongoing collaborative learning, and provides ongoing support to teachers to implement effective, alternative instructional strategies. ▪ School develops a schedule that provides common planning time for teachers. ▪ School leader and intermediary identify professional development providers. ▪ School leader and high school and postsecondary faculty have a common professional development experience before school opens, e.g., establishing a common vision; developing curriculum that aligns high school and college expectations; identifying a range of student supports; addressing data analysis, research-based instructional strategies, and classroom management strategies; developing a common process for cross-classroom visitations.	▪ School leader and high school and postsecondary faculty annually refine the school's professional development plan based on student outcome data and teachers' needs. ▪ Common planning time during the day is used for embedded professional development for high school teachers and postsecondary faculty, e.g., looking at student work, sharing learning from workshops and conferences, discussing current research on teaching and learning. ▪ School leader and high school and postsecondary faculty identify professional development needs and suggest professional development opportunities or consultants to address those needs. ▪ Secondary and postsecondary faculty observe each other's classrooms, provide feedback, and share effective pedagogy.	▪ Targeted and embedded professional development continually improves instructional practice as evidenced by improved student performance. ▪ School leader and high school and postsecondary faculty have developed a shared vocabulary around instruction across content areas and across secondary and postsecondary, e.g., rubrics, read alouds, notetaking process, writing process. ▪ Secondary and postsecondary faculty continually influence each other's pedagogy, instruction, and assessment practices through observing in each other's classrooms, providing feedback, reviewing student work, co-teaching, and sharing effective pedagogy.

#5 – Early college high schools establish and institutionalize strong secondary/postsecondary partnerships to ensure student success.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Collaborative leadership	▪ University/college president and board identify early college high school's value to the university/college. ▪ Postsecondary partner (e.g., provost, deans, assistant to the president, faculty) is an integral part of the planning team for the early college high school.	▪ Partner continues to be a member on the decision-making body for the early college high school, e.g., is helping to determine direction of the school, continuing to support the partnership.	▪ Institution makes explicit that the early college high school is part of its mission and articulates its value to the college. ▪ Postsecondary partner continues membership in decision-making body and facilitates access to the university, e.g., courses, agreements, college credits.
B. Agreements	▪ Intermediary facilitates a multi-year Memorandum of Understanding, charter, or agreement between secondary and postsecondary institutions that outlines essentials, such as: o Mission and goals based on the ECHS Core Principles; o Academic plan for achieving up to two years of college credit; o Roles and responsibilities of all entities; o Staffing; o Use of facilities; o Student support; o Professional development; o Pre-requisites for enrollment in college courses; o Payment of fees, tuition, books, liability, transportation, and food.	▪ Secondary, postsecondary partner, and intermediary review periodically and renew commitment to an MOU, charter, or agreement.	▪ Secondary, postsecondary partner, and intermediary periodically renew commitment to an MOU, charter, or agreement.
C. Planning and coordination	▪ School and postsecondary partner identify a person(s) to coordinate, plan, and scaffold activities to ensure a smooth transition for students. ▪ School leader and postsecondary partner introduce representatives of academic departments to the mission of the early college high school.	▪ College liaison coordinates joint activities and is responsible, with high school and postsecondary faculty, for the social and academic transition of students to meet the challenges of college-level work. ▪ Postsecondary academic departments are encouraged to be engaged in ongoing curriculum and instruction planning with high school faculty.	▪ Students, aided by the college liaison's efforts, have effectively navigated the transition process to complete up to two years of college credit and are pursuing their baccalaureate degree. ▪ High school and postsecondary faculty's co-involvement in curriculum and instruction planning results in accelerated learning as evidenced by student outcome data.

#6 – Early college high schools engage students, parents, community, business, and public agencies in developing and sustaining the schools.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Leadership	▪ School leader includes all stakeholders in establishing vision and mission of the school. ▪ School leader designs and conducts informational meetings with postsecondary partner to make explicit the need/desire for community involvement. ▪ School leader, postsecondary partner, and key stakeholders encourage business partnerships and involvement of policymakers to ensure sustainability. ▪ School leader involves all necessary district/postsecondary partners in school design to ensure plan for completion of two years of college credit.	▪ School leader moves to distributed leadership to involve stakeholders in meaningful work with the school to improve student performance. ▪ Informational meetings become basis for continued involvement with the school and students. ▪ School leader works with postsecondary faculty to facilitate clear expectations for future work with students.	▪ Distributed leadership model is apparent in school setting and makes significant contribution to school culture. ▪ School partners involved in beginning informational meetings help to conduct yearly meetings and mentor others to become involved in school. ▪ Business partners feel an equal benefit to their companies by involving students in the work place, and influencing future work habits. ▪ Postsecondary faculty has met students before they enroll and has been involved in the process.
B. Outreach and recruitment	▪ School, postsecondary partner, and key stakeholders develop postsecondary, family, and community outreach and student recruitment materials that clearly convey school mission, organization, and design. ▪ School, partner, and key stakeholders reach out to postsecondary community through forums, town meetings, and orientation sessions to communicate and develop buy-in related to school mission and goals.	▪ School, postsecondary partners, and key stakeholders use, assess effectiveness of, and refine community outreach and recruitment materials. ▪ School, postsecondary partners, and key stakeholders reinforce the school's mission and goals within the school and postsecondary institution through forums, open houses, orientation meetings, retreats, and school conferences.	▪ School, postsecondary partner, and key stakeholders refine community outreach and recruitment materials to include student outcome and college-going data. ▪ School mission and goals are regularly reinforced, revisited, and refined, if needed, by school, postsecondary partner, and key stakeholders.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
C. Parental/ family involvement	▪ School, postsecondary partner, and key stakeholders, develop a process for parental involvement including ways to introduce families and parents/ guardians to the school and to provide ongoing opportunities for input regarding school development.	▪ School, postsecondary partner, and key stakeholders quantify the frequency and types of participation by parents/ guardians, analyze data, and refine their process. ▪ Parents, families, and guardians are regularly engaged in meaningful academic tasks, such as reviewing and discussing student work, portfolios, and assessments. ▪ School offers opportunities for parents, guardians, and families to strengthen their role in promoting their student's academic and social success, e.g., conversations about college expectations, ways to help with homework.	• School, postsecondary partners, and key stakeholders from governance group[5] continue to use data to design more compelling, relevant activities to increase parental involvement. • School increases number of parents/guardians involved in meaningful academic tasks and offers some guidance in the process for those who are reluctant, e.g., parents co-lead with teachers.
D. Community engagement	▪ School and postsecondary partner, in concert with key stakeholders, develop a process for community engagement to introduce community partners to the school and provide ongoing opportunities for input regarding school development, e.g., informational meetings, town meetings, forums. ▪ School leader, postsecondary partner, and key stakeholders encourage business partnerships and involvement of policymakers to ensure sustainability. ▪ Governance committee develops a process to gather data on the number and types of involvement of community members, business partners, and policymakers. ▪ Governance committee begins to design a report to stakeholders that includes data on student performance, attendance, persistence, and annual surveys of stakeholders' satisfaction.	▪ Business and community organizations provide support to school, e.g., mentors, tutors, scholarships, career counseling, grants, and technology. ▪ School leader and high school faculty work with business partners and other stakeholders to design opportunities for students beyond the classroom walls, e.g., internships, community service, jobs. ▪ Governance committee tracks business and community involvement, e.g., types of involvement, levels of success. ▪ The governance committee regularly reports to business and other community stakeholders regarding school progress, expanded to ultimately include college-going data.	▪ Business and community organizations play a key role in school sustainability, such as advocating for the school with public officials, establishing scholarship funds, creating a school foundation, and securing grants. ▪ Business partners feel an equal benefit to their institutions by involving students in the work place, and influencing future work habits. ▪ School and postsecondary partner use data on parental and community participation to design more compelling, relevant opportunities for community involvement. ▪ The governance committee regularly reports to business and other community stakeholders regarding the school's progress.

[5] Depending on the model, the governance committee may include parents, guardians, students, teacher, postsecondary administrators/faculty, district leadership, community-based organizations, community-based agencies, teachers' union, tribal governments, business partners, and/or local policymakers.

#7 – Early college high schools develop plans for long-term sustainability.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
A. Policy	▪ School, postsecondary partner, intermediary, and key stakeholders identify and engage key interest groups, lawmakers, and regulatory bodies to educate them about the promise of ECHS and its policy needs. ▪ School, postsecondary partner, intermediary, and key stakeholders identify barriers, e.g., funding, teacher certification, college access, dual credit. ▪ School, postsecondary partner, intermediary, and key stakeholders identify and begin to seek needed waivers and conduct negotiations with state and local entities/agencies. ▪ School, postsecondary partner, intermediary, and key stakeholders cooperate with other ECHS intermediaries and networks working in the state, when applicable.	▪ School, postsecondary partner, intermediary, and key stakeholders conduct ongoing education campaign of key policymakers and interest groups, e.g., invite policymakers to visit schools, meet with local legislative staff, and present at conferences. ▪ School, postsecondary partner, intermediary, and key stakeholders generate and act on plans for overcoming identified barriers, e.g., seeking needed waivers and conducting negotiations with state and local entities/agencies. ▪ School, postsecondary partner, intermediary, and key stakeholders develop and carry out advocacy strategies for meeting longer-term ECHS policy and financing needs. ▪ Schools, postsecondary partner, intermediary, and key stakeholders continue to cooperate with other ECHS intermediaries and networks working in the state, when applicable, to meet long-term ECHS policy and financing needs.	▪ Relationships with constituent groups are maintained and used to negotiate barriers and to inform broader state policy discussions about practices and policies that can improve postsecondary attainment for targeted students. ▪ School, postsecondary partner, intermediary, and key stakeholders successfully negotiate some barriers[6]. ▪ Student outcome data from early college high schools build the case for supportive policies. ▪ School, postsecondary partner, intermediary, and key stakeholders consistently cooperate with other ECHS intermediaries and networks working in the state, when applicable, to continue to meet the long-term ECHS policy and financing needs.

[6] Potential resolution to barriers:
- College courses can supplant high school courses and courses are identified that can be taken for both college and high school credit (dual credit).
- If state policy does not permit, then schools have obtained waivers from the district and/or state to authorize dual credit courses.
- Early college courses are transferable to and meet general education and academic major requirements for Associate's and Bachelor's degrees in state's public two- and four-year institutions.
- Teacher certification is flexible. Qualifying high school faculty can teach college-level, credit bearing courses and college faculty can teach in the early college high schools.
- Eligibility requirements for college courses or waivers allow for assessment of academic readiness in each core subject area but do not exclude students from taking any college courses if they do not qualify in one area.

BENCHMARK	BEGINNING PHASE	IMPLEMENTING PHASE	REALIZING PHASE
B. Financing	▪ Secondary, postsecondary partners, intermediary, and key stakeholders develop five-year budget including start-up costs and projection of actual costs for items such as: o School planning; o Implementation of ECHS Core Principles and seven attributes of early college high schools; o Curriculum development; o Transportation; o Secondary/postsecondary collaboration; o Instructional design; o Staffing; o Supports to meet students' academic and personal needs; o Inclusion of two years of "free" college credits, fees, and books. ▪ Budget includes grants; local, state, and federal funding; revenue streams; and philanthropic donations.	▪ School, postsecondary partner, intermediary, and key stakeholders review, revise, and identify issues and barriers[7] in five-year budget based on actual costs and revenue, brainstorm options, and pursue most viable ones.	▪ School, postsecondary partner, intermediary, and key stakeholders have identified viable funding streams for all ECHS costs. ▪ Budget accurately reflects costs and revenues and provides guidance for future financial and sustainability planning.
C. Long term school sustainability	▪ School, postsecondary partner, intermediary, and key stakeholders engage institutional partners, community, business, public officials, and others in investigating options and opportunities for financing the long-term costs of the school.	▪ School, postsecondary partner, intermediary, community, business, public officials, and others specify and implement plans for financing the long-term costs of the school, e.g., a scholarship fund, long-term agreements for free or discounted tuition and fees, use of per pupil allocations to pay for college and school cost, establishment of a foundation to support the school.	▪ School, postsecondary partner, intermediary, community, business, public officials, and others continuously review efforts to provide long-term financing of the school and use school data and progress to recruit new community and business partners.

[7] Potential issues and barriers:
- School identifies most costs and revenues but budget is insufficient to project the current and near-term actual cost needs of the early college.
- Funding policies do not provide incentives for postsecondary participation in the early college, e.g., state, district, and postsecondary institution have not developed agreements to allow for blending funding streams to allow a portion of per-pupil ADA to follow students to pay for college costs.

Appendix F

MSD OF LAWRENCE TOWNSHIP

Q&A: KEEPING YOU INFORMED

LAWRENCE EARLY COLLEGE HIGH SCHOOL FOR SCIENCE & TECHNOLOGIES

In August 2006, the Lawrence Early College High School (LECHS) will open with 100 freshmen and 100 sophomores who have chosen this innovative educational experience that will provide students the necessary support to earn their Indiana Core 40 diploma and up to two years of college credit during their high school careers. This school will support not only the academic and career success of its individual students, but also the economic future of our entire state as Indiana transitions from a manufacturing-based economy to a high-tech one in order to successfully compete in a global economy.

The first such school in Indiana, the Lawrence Early College High School is the result of a partnership between the MSD of Lawrence Township and Ivy Tech Community College of Indiana – Central Indiana, Lawrence Campus, with seed money provided by the Bill and Melinda Gates Foundation and technical assistance from the University of Indianapolis' Center of Excellence in Leadership of Learning (CELL). Within four years, the Lawrence Early College High School, whose home base will be a designated wing of the McKenzie Career Center, will serve some 400 students in grades 9-12.

Since this is the first such high school to open in Indiana, we know that parents, students, and staff will have many questions. We have developed this Q & A as a first step in informing our community about what an "early college high school" is and what types of students might best benefit from this educational experience.

What is an early college high school?

An early college high school is a small, autonomous school that blends high school and college into a coherent educational program, so that all students have the opportunity to achieve up to two years of college credit at the same time that they are earning a high school diploma. In Lawrence's case, students would be able to earn a Core 40 Indiana diploma (as well as a Core 40 with Academic Honors Diploma and a Core 40 with Technical Honors Diploma, if desired) and up to an associate's degree in such fields as biotechnology, computer technology, visual communications/graphic design, and health professions, areas in which MSD of Lawrence Township and Ivy Tech Community College – Lawrence Campus, have strong programs.

Are there many of these schools in the country?

Although the Lawrence Early College High School will be the first in Indiana, 46 such schools are currently open and more than 170 are expected to be in operation across the country by 2007. Some nineteen states, including North Carolina, New York, California, Ohio, and Utah, now have early college high schools.

Other than the obvious benefit of earning college credits while in high school, what are some of the other advantages to students of such an approach?

In addition to the obvious benefit of earning college credits in high school, the early college high school provides students momentum and motivation towards achieving a college degree while they still have access to all the support systems of a small, nurturing high school – personal attention from faculty members, assistance with study skills and other forms of academic support such as counseling and mentoring services, internships and apprenticeships, etc. The early college high school also offers students who may lack financial resources the opportunity to earn as much as two years of college credit at reduced or no cost, removing some of the financial barrier to earning a baccalaureate degree.

How is an early college high school different from a traditional comprehensive high school?

In addition to offering the opportunity to earn both a high school diploma and up to an associate's degree in four years, the early college high school is different from a traditional comprehensive high school in many ways. Some of these differentiating factors include:

- *Size:* The early college high school is organized as a small learning community of approximately 400 students, so that students have a personalized, supportive, and focused learning environment.
- *Philosophy:* The early college high school initiative is based upon the principle that academic rigor, along with the opportunity to save time and tuition dollars, is a powerful way to motivate students to work hard and meet serious intellectual challenges. It is also based upon the principle that all students are preparing to – and capable of – completing a bachelor's degree.
- *Curriculum & Instruction:* Academically rigorous, rich in literacy development, based on active inquiry, hands-on and project-oriented, and real-world relevant are terms that characterize teaching and learning at the early college high school. The 21st Century Digital Literacy skills (basic literacy, information literacy, technological literacy, visual literacy, higher-order thinking, self-direction, and cultural literacy and competence) will be embedded in the instruction and assessments. Sequences of career and technical courses taken as electives form "Pathways" that begin in high school and extend to advanced studies at the community college. Whenever possible, students in high-level courses will have the opportunity to earn both high school and college credit at the same time, providing they have earned entrance to these courses by demonstrating their potential to be successful through the COMPASS exam.
- *Emphasis on career preparation:* In addition to reinforcing the real-world relevance of the curriculum, the early college high school's emphasis on career preparation, including internships and apprenticeships, prepares students more quickly for entry into high-skill careers.
- *Adviser/Advisee Relationship:* At the beginning of a student's early college high school experience, he or she is assigned a teacher who serves as that student's counselor, mentor, coach, and advocate for all four years. This advisor works closely with the student and family to help remove obstacles to the student's academic success and to locate and provide whatever additional support and resources are needed.
- *Technology Emphasis:* Technology is integrated into learning at the early college high school and is pervasive across the curriculum. The Lawrence Early College High School will offer a 1 to 1 tech ratio (one computer to every one student), the inclusion of online and e-classes, and an emphasis on high-tech careers.

What sort of students might benefit most from – and be a good fit for – the early college high school?

Although the Lawrence Early College High School will be open to all students, it is specifically designed to meet the needs of those students for whom a smooth transition into postsecondary education may be challenging – e.g., students with academic potential but not currently achieving well academically, students for whom the cost of college is prohibitive, students who will be the first in their families to attend college, students from traditionally underrepresented groups in the college population, and students whose families support the concept of early college and career acceleration. Lawrence Township students who have participated in the AVID program as middle-schoolers will be encouraged to consider the early college high school. [AVID is an academic support program geared toward the types of students described above.]

What sort of students might not find the early college high school their best fit?

Students who might find the traditional comprehensive high school a better fit include: those who are interested in participating in numerous extracurricular and co-curricular activities, such as band and orchestra, offered at a traditional high school; those who are interested in earning an IB diploma (International Baccalaureate) and taking extensive AP (Advanced Placement) courses; and, presently, those interested in attending private and/or out-of-state colleges after high school since these schools may not accept the transfer of community college credits.

Where will the Lawrence Early College High School be located?

Currently, home base for the Lawrence Township Early Learning College High School (LECHS) is a designated wing of the district's career center located at 7250 East 75th Street. (The LECHS will occupy the area currently housing Centralized Kindergarten, which will be moving when the district's four new Early Learning Centers open next school year.) During their freshman and sophomore years or LECHS Lower School experience, students will spend most of their time at this home base, focused on meeting their Indiana state requirements for the Core 40 (and possibly the Academic Honors Diploma). During their junior and senior years or LECHS Upper School experience, they will spend more of their time at the Ivy Tech Community College – Lawrence Campus, earning credits towards their associate's degree.

How will the Lawrence Early College High School be governed?

Currently, the district is exploring the option of securing charter school status for the Lawrence Early College High School in order to allow for the type of flexibility needed for this unique program in terms of daily schedule, teacher credentialing, and other areas. Whatever its final governance structure, because of its close relationship with the MSD of Lawrence Township, the LECHS will have the district's same commitment to high-quality programming, high expectations for excellence, and mission of "empowering all students to contribute and succeed as self-directed, life-long learners."

Will the Lawrence Early College High School issue its own diplomas?

Yes, students graduating from this school will receive a diploma from the Lawrence Early College High School for Science and Technologies, reflecting its status as its own separate educational entity.

Will students have to pay a fee to attend the Lawrence Early College High School or earn their Ivy Tech credits?

Students will not have to pay a fee to participate in the Lawrence Early College High School. Primary funding will be provided through the state's per-pupil reimbursement to the school district and through Indiana's funding of Ivy Tech Community College. Additional avenues of financial support for the ongoing costs associated with the Lawrence Early College High School are being explored.

How will students be selected for this opportunity?

The Lawrence Early College High School will be open to all students, although special recruitment efforts will be in place for targeted students (first-generation college students, underrepresented populations, students not realizing their academic potential, students who have participated in the AVID program at the middle-school level, etc.). All interested students are invited to submit an application for admission, followed by an interview process for the purpose of securing a commitment from students and parents to the program.

What if there are more students interested than there are spots available?

If more students apply for the Lawrence Early College High School than there are openings available (the school's capacity is 100 students per grade nine through twelve), then a lottery will be held, similar to the one the district already has in place for its elementary magnet schools. Any students not securing a spot will remain on a waiting list for the remainder of that school year, after which time they would need to reapply.

Will transportation and other district support services be provided?

Yes, a combination of bus and shuttle services will be provided to meet the transportation needs of students in the Lower and Upper divisions of the Lawrence Early College High School. As it is in other schools in the district, cafeteria service will be available at the LECHS.

Will athletics and other extracurricular activities be available for students?

Lawrence Early College High School is now working with the IHSAA (Indiana High School Athletic Association) to determine if students will be able to participate in sports at their home high schools. In terms of clubs and other extracurricular activities, some will be available at the LECHS, particularly those that are related to the curriculum, as well as service-learning opportunities. However, it will not be possible for LECHS students to participate in co-curricular activities, such as band or orchestra, that meet both during and after the school day.

What if a student starts at the Lawrence Early College High School but later decides to go back to his or her home high school or wants to transfer into the LECHS after starting at his or her home high school?

Since the curriculum at the Lawrence Early College High School is the same rigorous and state-required Core 40 one offered at both Lawrence Central and Lawrence North High School, it would be possible to transfer in or out. However, students should enter the LECHS with the intention and commitment to complete four years of study there. Students wishing to enter the Lawrence Early College High School after the freshman or sophomore years may do so dependent upon space and program availability; however, they may not be able to complete both the high school diploma and up to an associate's degree from Ivy Tech Community College in four years.

What steps should interested students and parents take in applying to the Early College High School for the 2006-07 school year?

After January, guidance counselors from the district's high schools will be working with eighth and ninth grade students on their courses of study/course selections for the 2006-07 school year. During these sessions, the counselors will provide students with information and guidance about the early college high school option; information sessions will also be scheduled at the district's three middle schools for parents and students. Applications for the LECHS will be available to students and parents through their school guidance offices.

If I have questions or need further information, whom should I contact?

For questions and further information, please contact Dr. Walter Bourke, director of secondary education, by e-mail walterbourke@msdlt.k12.in.us or phone (317-423-8320).

Appendix G

MSD Lawrence Township

Lawrence Early College High School for Science and Technologies

Communication/Marketing Plan

January 2006-December 2006

Strategic Objective

To build awareness and support with key audiences in the Indianapolis area and beyond about the opening of the LECHS in Fall 2006 in order to:

- Recruit and retain students, families, and faculty/staff committed to the early college high school philosophy and practices that make college attainable for all students;
- Serve as a "best practice" model for Indiana of the planning, implementation, and operation of an early college high school;
- Further enhance the reputations of both MSD of Lawrence Township and Ivy Tech Community College of Indiana as educational leaders in creating the state's first early college high school.

Key Message

The LECHS is a completely new high school experience that is a strategic investment in Indiana's students and economic future:

- Allowing students to earn up to two years of college credit while in high school at reduced or no cost;
- Offering a personalized learning environment (small, supportive, and focused) and student-centered instruction (relevant, rich, and based in the 21st Century Skills);
- Benefiting students and parents by making college attainable for all and benefiting the community and state by creating a highly educated workforce.

[Please note: These key messages will be communicated consistently in all communication/marketing efforts and inform all of the action steps outlined in this plan.]

Draft Positioning Statement

Lawrence Early College High School
Stepping Up: Commitment . . . College . . . Career

Information Points Supporting Key Message

The key messages above lead to the sharing of additional information with various audiences as appropriate. In addition to offering the opportunity to earn both a high school diploma and up to an associate's degree in four years, the LECHS is a completely new high school experience that is a strategic investment in Indiana's students and future, differing from a traditional comprehensive high school in the following ways:

Size: The early college high school is organized as a small learning community of approximately 400 students, so that students have a personalized, supportive, and focused learning environment.

Philosophy: The early college high school initiative is based upon the principle that academic rigor, along with the opportunity to save time and tuition dollars, is a powerful way to motivate students to work hard and meet serious intellectual challenges. It is also based upon the principle that all students are preparing to---and capable of---completing a college degree.

Curriculum & Instruction: Academically rigorous, rich in literacy development, based on active inquiry, hands-on and project-oriented, and real-world relevant are all terms that characterize teaching and learning at the early college high school. The 21st Century Digital Literacy skills (basic literacy, information literacy, technological literacy, visual literacy, high order thinking, self-direction, and cultural literacy and competence) will be embedded in the instruction and assessments. Sequences of career and technical courses taken as electives form "Pathways" that begin in high school and extend to advanced studies at the community college. Whenever possible, students in high-level courses will have the opportunity to earn both high school and college credit at the same time, providing they have earned entrance to these courses by demonstrating their potential to be successful through the COMPASS exam.

Emphasis on career preparation: In addition to reinforcing the real-world relevance of the curriculum, the early college high school's emphasis on career preparation, including community service, service learning, and internship opportunities, prepares students more quickly for entry into high-skill careers.

Adviser/Advisee Relationship: At the beginning of a student's early college high school experience, he or she is assigned a teacher who serves as that student's counselor, mentor, coach, and advocate for all four years. This advisor works closely with the student and family to help remove obstacles to the student's academic success and to locate and provide whatever additional support and resources are needed.

Technology Emphasis: Technology is integrated into learning at the early college high school and is pervasive across the curriculum. The Lawrence Early College High School will offer a 1 to 1 technology ratio (one computer per student), the inclusion of on-line and e-classes, and an emphasis on high-skill careers.

January 30, 2006

Lawrence Early College High School Communication Plan
January - March

Communication Need	Target Audience(s)	Action Taken/Communication Vehicle	Completion Date	Person(s) Responsible	Spanish Version
Meeting with secondary administration and counselors and staff	Administration and counselors and staff	Q and A/PowerPoint; Interest form/application	January	Wally	
Decision on Governance	Communication / Internal \ External	Press release – media and website February Focus	End of February	Duane/Kelly/Rod	
Recruitment and posting of Director's position	High quality candidates	Preparation and distribution of director position brochure/ advertisement/website posting	January	Wally/Brad/Rod	
Student recruitment by schools	Students/parents/staff	Announcements by high school/ middle school principals	Throughout January	Wally/Secondary Principals	
	7^{th} /8^{th}/9^{th} grade parents and students	Letter and Q & A	January	Wally	✓
	LT community	Q and A flyer inside Focus	February	Duane	
	Students and parents	Parent Information Nights – PowerPoint	January	Wally	
Selection process for students (if over-enrolled)	Students and parents	TBA – Communicated in brochure/ website	January	Wally	
Notifying students of acceptance	Student and parents; Middle school/high school administrators and counselors	Letter	February	Wally	
Recruitment of faculty/staff	Internal and external teachers	Internal posting and external advertising – print and website	February	Wally Brad	
Phase III of NESSI Grant	CELL Gates Foundation	Conceptualizing and writing of grant	June 1	Core Team	
Identification of phone numbers/addresses/district and state school number		Coordination with phone company/post office/IDOE/ district	January 31	Wally/David Hunnicutt/ Ed Williams	
LECHS Brochure	Internal and External including legislators	Brochure written and designed	Mid-February	Marcia/Mary Ellen/ Kelly/ Nancy	✓

Lawrence Early College High School Communication Plan
January – March (continued)

Communication Need	Target Audience(s)	Action Taken/Communication Vehicle	Completion Date	Person(s) Responsible	Spanish Version
Creation of posters	High school/middle school students	Work with graphic design/printer	End of March	Kelly/Director/Mary Ellen/Marcia	
Press packet on LECHS	External audiences – other school districts	Q and A/national materials/ brochure/info about LT and Ivy Tech/website reference	February	Kelly	
Development of LECHS website	Internal and external communities	Temporary link right away to information materials and develop-ments of LECHS permanent site	January – March	Wally/Kathi Rogers	
Development of style typeface logo for LECHS		Work with graphic designer	June		
Stationery; business cards		Work with graphic designer	March 1		
Board update	Board and public at large	Presentation at Board meeting/ retreat	End of March	Wally	
Establish LECHS as entity in Skyward				David Hunnicutt/Susan Flagin	

January 30, 2006

Lawrence Early College High School Communication Plan
April - June

Communication Need	Target Audience(s)	Action Taken/Communication Vehicle	Completion Date	Person(s) Responsible	Spanish Version
Community representatives for advisory council (P.L. 221 Committee)	Community leaders and parents	Personal phone call and letter	April	Wally/Director	
Development and submission of P.L. 221 Plan and Professional Development program	Charter Board IDOE	Committee work and writings of plan	May – June 30	Wally/Director/Advisory Council	
Sign for building	Community-at-large	Sign creation using school typeface logo	June 30	Ed Williams/Director	
Planning of student/parent summer activities	Students and parents	Letters to parents/students Invitation to media	May1	Director/LECHS and Ivy Tech staff	
Development of student "spirit" material	Students	T-shirts, folders, pencils, etc.	June	Director/Students/Ivy Tech	
Business outreach to potential partners	Business communication	Letter/brochures/information meeting (Chamber of Commerce presentation)	April – May	Director/Wally/Mike Copper; Nancy DiLaura (Ivy Tech)	
LECHS Board and Director Retreat	Board members	Meeting/retreat	May	Director	
Meeting with realtors	Realtors and prospective parents/students	Meetings	May	Mike Copper/Nancy DiLaura	
Chamber of Commerce	Business community	PowerPoint	May	Mike Copper/Nancy DiLaura	
Board update	Board members	Presentation at meeting or retreat	June	Wally/Director	

Lawrence Early College High School Communication Plan
July – September

Communication Need	Target Audience(s)	Action Taken/Communication Vehicle	Completion Date	Person(s) Responsible	Spanish Version
Installing signage	Community-at-large		August 1	Ed Williams/Director	
Carrying out camp/ orientation activities for students and parents	Students and parents and staff	Camp/orientation activities`	July – August	Director/staff/Ivy Tech	
Staff retreat	Staff and Director	Retreat	July – August	Director/Staff/Ivy Tech	
Student registration	Students and Parents		August	Director/Staff	
Revise Press Packet	Media and other interested parties	Update and develop materials/ website	August	Duane/Kelly	
Make media contacts about opening of school	Media and other interested parties	Press release and personal contacts	August	Duane/Director/Wally/ Kelly	
Board Update	Board members	Presentation Board meeting/retreat	September	Wally/Director/Ivy Tech	

January 30, 2006

Lawrence Early College High School Communication Plan
October - December

Communication Need	Target Audience(s)	Action Taken/Communication Vehicle	Completion Date	Person(s) Responsible	Spanish Version
Student recruitment process for 2007-2008 (8th and 9th grade)	Students/parents	Information meetings/brochures/ Application	November	Director/Wally/Ivy Tech	
Development of LECHS video/DVD	Students and parents and other interested parties	Develop script/shooting schedule/ Footage	December – January 31, 2007	Director/staff/students/Ivy Tech	
Orchestrated open house	Community-at-large	Open house	Early November	Director	
Administration of COMPASS test	Students and Parents	Letter home	October	Ivy Tech/Director	

Appendix G: Marketing Timeline

Ivy Tech Communication of Lawrence ECHS for Science & Technologies

Feb-06	Mar-06	Apr-06	May-June 2006	Jul-06	Aug-06
Develop Ivy Tech internal Q&A piece (Lucas)	Presentation to OLT/Exec Team invited (DiLaura, Lucas, Magnuson)	Presentation to Division Chairs (Magnuson)	Internal announcement about implementation grant via Ivy News (Lucas)	Media pitches to cover summer activities/camp at Ivy Tech-Lawrence (Lucas)	*Revise Media packets (Duane, Lucas)*
Develop ECHS brochure (Capuano, DiLaura, Hamer, Lucas)	Media packet/press push on ECHS (Duane, Lucas)	Presentation to Program Chairs (Magnuson)		Update for OLT/Exec Team (DiLaura, Lucas, Magnuson)	*Media pitch for opening of the school (Duane, Lucas)*
	Announcement via internal newsletter source-Ivy News-mention DC and PC presentations (Lucas)	Add ECHS information page and/or link to Ivy Tech-Central Indiana web site (Lucas)			
	Article in Dr. D'Amico's external newsletter (Lucas)				
	Develop one-page info sheet for Call Center (Funk, Stout)				
	Info sessions for Student Services (Clippinger, DiLaura, Magnuson, Stout)				

Regular Text = Ivy Tech projects, *Italic Text = Ivy Tech/Lawrence Twp. collaborative projects*

Capuano = Marcia Capuano; Clippinger = Mike Clippinger; DiLaura = Nancy DiLaura; Funk = Tracy Funk; Hamer = Mary Ellen Hamer; Lucas = Kelly Lucas; Magnuson = Mark Magnuson; Stout = Cyndi Stout

Appendix H

Ivy Tech Community College 2+2 Articulation Matrix for Potential Early College Transfer

		Ball State University	DeVry	Eastern Kentucky University	Embry Riddle Aeronautical University	Ferris State University	Franklin University	Governors State University	Indiana State University	Indiana Tech	Indiana University	IU Fort Wayne	Indiana Wesleyan	IUPUI	Marian College	Martin University	Northwestern College	Northwood University	Purdue University W. Lafayette	Southern Illinois University	St. Mary-of-the-Woods	Tri-State University	University of Cincinnatti	University of Indianapolis	University of Phoenix	University of Southern Indiana
Business Division																										
AS	Business Administration	P	G/M			G/M	P	G/M	P	G/M			P	G/M	P	P	P	G/M				G/M		P	P	P
	Business Administration Specialty	P	G/M			G/M	P	G/M	P	G/M			P	G/M	P	P	P	G/M				G/M		P	P	P
	Marketing Specialty	P	G/M			G/M	P	G/M	P	G/M			P	G/M	P	P	P	G/M				G/M		P	P	P
AAS	Business Administration		G/M			G/M	P	G/M	G/M	P			P	G/M	P		P					G/M		P	P	
	Business Administration Specialty		G/M			G/M	P	G/M	G/M	P			P	G/M	P		P					G/M		P	P	
	Marketing Specialty		G/M			G/M	P	G/M	G/M	P			P	G/M	P		P					G/M		P	P	
AAS	Computer Information Systems		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
	Microcomputers Specialty		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
	Networking Specialty		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
	PC Support Services Specialty		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
	Programming Specialty		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
	Web Management Specialty		G/M			G/M	P	G/M	G/M	G/M			G/M	P										P	G/M	
AAS	Office Administration		G/M			G/M		G/M	G/M	G/M				G/M												
	Administrative Specialty		G/M			G/M		G/M	G/M	G/M				G/M												
	Medical Specialty		G/M			G/M		G/M	G/M	G/M				G/M												
	Legal Specialty		G/M			G/M		G/M	G/M	G/M				G/M												
	Software Specialty		G/M			G/M		G/M	G/M	G/M				G/M												
Health Division																										
AAS	Medical Assistant		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Generalist Specialty		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Clinical Specialty		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Administrative Specialty		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Pharmacy Technician Specialty		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Phlebotomy Specialty		G/M			G/M	G/M	G/M	G/M					G/M			G/M								G/M	
	Health Information Technology-TBD																									
AS	Biotechnology		G/M			G/M								P											G/M	
Public Services Division																										
AAS	Public Safety		G/M			G/M	P	G/M	G/M					G/M												
	Environmental Health and Safety		G/M			G/M	P	G/M	G/M					G/M												
	Fire Science Specialty		G/M	P	G/M	G/M	P	G/M	G/M					G/M						P			P			
	Hazardous Materials Specialty		G/M			G/M	P	G/M	G/M					G/M												
	Public Administration Specialty		G/M			G/M	P	G/M	G/M					G/M												
	Community Emerg. Preparedness & Mgt.													G/M											G/M	
Technology Division																										
AS	Design Technology		G/M			G/M	G/M	G/M	P					P					P							
	Mechanical Specialty		G/M			G/M	G/M	G/M	P					G/M												
	Interior Design Specialty		G/M			G/M	G/M	G/M						P												
	Computer Graphics Specialty		G/M			G/M	G/M	G/M						P												
	Construction Technology Specialty		G/M			G/M	G/M	G/M						P												
	Industrial Technology Specialty		G/M			G/M	G/M	G/M						G/M					P							
	Technology Education Specialty		G/M			G/M	G/M	G/M						G/M					P							
AAS	Design Technology	P	G/M		G/M	G/M		G/M	G/M					P					G/M							
	Architecture Specialty	P	G/M		G/M	G/M		G/M	G/M					P					G/M							
	Mechanical Specialty	P	G/M		G/M	G/M		G/M	P					P					G/M							
	CAD/CAM Specialty	P	G/M		G/M	G/M		G/M	G/M					P					G/M							
	Civil Specialty	P	G/M		G/M	G/M		G/M	G/M					P					G/M							
AS	Electronics Technology		G/M		G/M	G/M	G/M	G/M	P					G/M					P							
	Industrial Technology Specialty		G/M		G/M	G/M	G/M	G/M						G/M					P							
	Technology Education Specialty		G/M		G/M	G/M	G/M	G/M						G/M					P							
AAS	Electronics Technology		G/M		G/M	G/M	G/M	G/M	G/M					G/M					G/M							
	Biomedical Specialty		G/M		G/M	G/M		G/M	G/M					G/M					G/M							
	Communications Specialty		G/M		G/M	G/M		G/M	G/M					G/M					G/M							
	Industrial Electronics Specialty		G/M			G/M		G/M	G/M					G/M					G/M							
Arts and Design Division																										
AS/AAS	Visual Communications	G/M	G/M			G/M		G/M	G/M					P												
	Graphic Design Specialty	G/M	G/M			G/M		G/M	G/M					P												
	Web and Interactive Design Specialty	G/M	G/M			G/M		G/M	G/M					P												
	Multimedia Specialty	G/M	G/M			G/M		G/M	G/M					P												

Appendix I

IVY TECH
COMMUNITY COLLEGE

December 13, 2005

Dr. David Dresslar
1400 East Hanna Avenue
Indianapolis, IN 46227

Dear Dr. Dresslar:

The Early College High School Exploration Task Force and its Core Team made notable progress in advancing the collaboration between MSD Lawrence Township and Ivy Tech Community College – Central Indiana to create the Lawrence Early College High School for Science and Technologies. While we have participated in other collaborative projects with MSD Lawrence Township centered on dual credit courses, the early college initiative presents groundbreaking opportunities for both organizations to further their respective missions. The design elements for early college and a more detailed checklist have been used to guide the exploration process and have been properly investigated to the satisfaction of the task force, core team and leaders of the school district and the college.

As the Chancellor of Ivy Tech Community College – Central Indiana and the Executive Vice President for the entire Ivy Tech Community College system, I endorse establishing a partnership with MSD Lawrence Township to create the Lawrence Early College High School for Science and Technologies and applying for the next phase of NESSI funding for school design and preparation. I believe the community college has an obligation to be an active participant in students' transition from high school to higher education and to provide viable workforce opportunities. The early college high school initiative serves as a significant outreach to support students as they seek the highest possible level of education and productivity.

As the organizational structure navigates the school design and preparation phase, the College will be working diligently as a collaborative partner toward the ultimate goal of implementation. It is during the period that much work will be done to influence potential funding opportunities to sustain that which we have begun.

Sincerely,

Carol D'Amico, Ed.D.
Executive Vice President

cc: Dr. Michael Copper, Superintendent MSD Lawrence Township Schools

ONE WEST 26TH STREET
P.O. BOX 1763
INDIANAPOLIS, INDIANA 46206-1763
317-921-4882

Ivy Tech is an accredited, equal opportunity, affirmative action community college.

MINUTES OF A REGULAR MEETING HELD MONDAY,
December 19, 2005

CALL TO ORDER

The Regular Meeting of the Metropolitan School District of Lawrence Township, Marion County, Indiana, was held on Monday, December 19, 2005 at 7:00 p.m. at the Educational Services Center, 7601 East 56th Street, Indianapolis, Indiana.

The following members were present:

Susie Hawes-Davie
Cheryl McLaughlin
Lori S. Petrucciani
Alan Rowland
Edward A. Stone

President McLaughlin opened the meeting by leading the group in the Pledge of Allegiance.

RECOGNITION

The Board honored Andrew McCarthy and Perinjit Bachra as the #1 students from Belzer Middle School.

Honored for "Parent/Family Appreciation" was Jim Ijams.

The "Above and Beyond" award was presented to Patricia Filomeno and Alan Burrell.

The "Caring About Character" award was presented to Courtney Hoskins.

The "Key to the Township" was presented to Dr. Marcia Capuano.

CRAIG MIDDLE SCHOOL UPDATE
05-12-19-01

Mr. Ron Davie presented the "State of Belzer Middle School."

Each month one of our schools is highlighted to share its continuous improvement and goals with the Board and the community. Tonight, the spotlight is on Belzer Middle School.

Belzer serves 1388 students in grades 6 – 8. Its student body reflects the socio-economic and cultural diversity that exists in the Lawrence Township community. Principal Ron Davie will

share the "State of Belzer" by focusing on student achievement, the P.L. 221 goals for the school, and the professional development activities planned for the 2005 – 2006 school year to achieve the school goals

The Board accepted the information as presented.

MASTER FACILITY PLANNING UPDATE
05-12-19-02

Dr. Williams and Mr. Ray Bordwell presented the Master Facility Planning update.

Mr. Ray Bordwell, CSO Schenkel Shultz, has appeared before the Board the past two meetings to provide information on the master facility planning process and to provide feedback on the Master Facility Planning Advisory Committee work and community dialogue sessions. At the meeting, Mr. Bordwell summarized the work of the final advisory committee meeting and community dialogue.

The Board accepted the information as presented.

GIFTED AND TALENTED PROGRAM UPDATE
05-12-19-03

Dr. Capuano and Ms. Gerber presented the Gifted & Talented program update.

The Metropolitan School District of Lawrence Township believes that gifted and talented students have unique academic and affective needs. Parents, teachers, and administrators support a philosophy that emphasizes the need for a challenging environment that focuses on high achievement for every gifted and talented student. The MSD of Lawrence Township supports research-based strategies that provide opportunities for optimal learning to ensure that gifted and talented students will perform at levels commensurate with their abilities.

The district completed a program evaluation of the Gifted and Talented program in 2003. Many of the recommendations from that evaluation have been implemented through the leadership of Ms. Pat Gerber, coordinator of Gifted and Talented, and the direction of a district task force of 36+ parents, teachers, building/district administrators, state and community experts in the field of GT.

Tonight the administration shared a progress report on the program evaluation recommendations, an update on the program changes, data trends, and future issues for this program.

The Board accepted the information as presented.

FINANCIAL SUMMARY & COMMITTEE
05-12-19-04

Mrs. Phelps presented the Budget summary for the month ending November 30, 2005.

Included under separate cover is the budget summary for the month ending November 30, 2005. The report reflects the expenditures and receipts for the General Fund in the current MSD of Lawrence Township budget. The report also shows the percentage of the budget that has been spent to date. The current cash balance for the General Fund also appears in this report.

The Financial Advisory Committee has held one (1) meeting since the last Board Meeting. The committee will continue looking at District processes in search of expenditure reductions in the General Fund prior to year-end. Dr. Copper also presented the 2006 Legislative Platform which will be shared with the General Assembly.

The Board accepted the information as presented.

FINANCIAL STABILITY UPDATE
05-12-19-05

The Financial Stability Summary was presented by Dr. Copper.

The School Board and Superintendent are committed to establishing and reporting on the district's pursuit of financial stability given the actions of the 2005 General Assembly that limits General Fund revenue to schools. Coupled with the

MSDLT Strategic Planning initiatives these monthly public updates are intended to keep our multiple stakeholders informed as to our financial status and progress.

The Board accepted the information as presented.

EARLY COLLEGE HIGH SCHOOL UPDATE
05-12-19-06

Dr. Capuano and Dr. Bourke presented the Early College High School update.

MSD of Lawrence Township and Ivy Tech Community College of Indiana received a grant from the Network of Small Schools in Indianapolis to explore the feasibility of creating an early college high school, a school which combines high school and college. This early college high school initiative provides students with a smooth transition into postsecondary, inspires students to stretch themselves intellectually, makes college more affordable, and provides substantive guidance & coaching through the first year or two of college courses.

Through collaboration, a strong relationship between the two institutions has developed and through this partnership the MSD Lawrence Township Early College High School for Science and Technologies has evolved. Set to open in the fall of 2005 for freshman and sophomore students, this small high school will have a maximum enrollment of four hundred students. While the school will be open access, student recruitment will focus on first generation college students, capable students who are not performing to their full potential, and students who demonstrate commitment to early college.

The administration is seeking the approval of the Board to enter into a partnership with Ivy Tech Community College to establish an Early College High School and submit the grant proposal to the Center of Excellence in Leadership in Learning (CELL) for the design and preparation phase of a Network of Effective Small Schools in Indianapolis (NESSI) start-up school grant for this school.

A motion to approve the Early College High School was made by Mr. Alan Rowland with a second by Mrs. Susie Hawes-Davie.

Yeas: Susie Hawes-Davie
Cheryl McLaughlin
Lori S. Petrucciani
Edward A. Stone
Alan Rowland

Motion Carried.

MINUTES, CLAIMS, AND FIELD TRIPS
05-12-19-07

Dr. Williams, Dr. Capuano and Mrs. Phelps presented the minutes, claims and field trip update.

Approval is sought for the regular board meeting minutes of October 24, 2005.

Approval is also sought for the December 19, 2005 claims and field trips.

A motion was made to approve the minutes, claims, and field trips by Mr. Ed Stone with a second by Mrs. Susie Hawes-Davie.

Yeas: Susie Hawes-Davie
Cheryl McLaughlin
Lori S. Petrucciani
Edward A. Stone
Alan Rowland

Motion Carried

GIFTS, DONATIONS, BEQUESTS, AND EQUIPMENT
05-12-19-08

Dr. Copper presented the gifts, donations, bequests and equipment update.

Donato's Pizza has donated $1,000.00 to the McKenzie Career Center.

Mr. Keith Krystyniak has donated a 1989 Buick to the McKenzie Career Center for use in their Auto Service Technology and Collision Repair program.

Mr. and Mrs. Ted Weigel have donated a 1988 Oldsmobile to the McKenzie Career Center for use in their Auto Service Technology and Collision Repair program.

Mr. Vic Seiter has donated tools and equipment to the McKenzie Career Center for use in their Welding/Blacksmithing program.

Golden Corral has donated $71.00 to Crestview Elementary.

Oaklandon Community Trust has donated $500.00 to the Craig Middle School National Jr. Honor Society to be used to help needy families.

The Craig PFO has donated $2806.00 to Craig teachers for used in classroom project.

A motion was made to approve the gifts, donations, bequests and equipment by Mrs. Lori Petrucciani with a second by Mr. Alan Rowland.

Yeas: Susie Hawes-Davie
Cheryl McLaughlin
Lori S. Petrucciani
Edward A. Stone
Alan Rowland

Motion carried.

PERSONNEL REPORT 05-12-19-09

Mr. Eshelman presented the personnel report update.

Resignations/Retirements

Name	School/Subject	Corp Years	Reason	Effective
Churchill, Carole	BMS/Special Education	0 years	Resignation	12/23/05
Klage, Stacy	FCV/8th Grade Math	8 years	Resignation	12/23/05
McQuiston, Emily	FG/ESOL	0 years	Resignation	12/02/05

Leaves of Absence

Name	School/Subject	Reason	Beginning Date/Ending Date
Andrews, Meghan	AB/5th Grade	Medical	12/23/05 - 05/26/06
Gray, Christina	WR/2nd Grade	Medical Ext.	11/28/05 - 12/23/05
Laffey, Lynn	CV/4th Grade	Medical	01/25/06 - 03/10/06
McEldowney, Jill	SS/3rd Grade	Medical	01/09/06 - 05/26/06
Richmond, Jamila	CKN/Special Education	Medical	02/02/06 - 03/31/06
Simpson, Charlotte	LC/Special Education	Family Medical	11/11/05 - 02/03/06

New Contracts

Name	School/Subject	College/University/Degree	Exp.	Begin
Bush, Shawn	CKS/Kindergarten	Indiana Wesleyan U/MA	12 years	10/31/05

Personnel Revisions

Compensation for substitute nurses will be at 90% of the approved rates for elementary or secondary nurses.

In order to align Loving Care workers and bus monitors with other MSDLT employees, bereavement leave for immediate family shall be five (5) days and one (1) day for non-immediate family members. This benefit shall be retroactive to the beginning of the 2005-2006 school year.

A motion was made to approve the personnel report by Mrs. Susie Hawes-Davie with a second by Mr. Ed Stone.

Yeas: Susie Hawes-Davie
Cheryl McLaughlin
Lori S. Petrucciani
Edward A. Stone
Alan Rowland

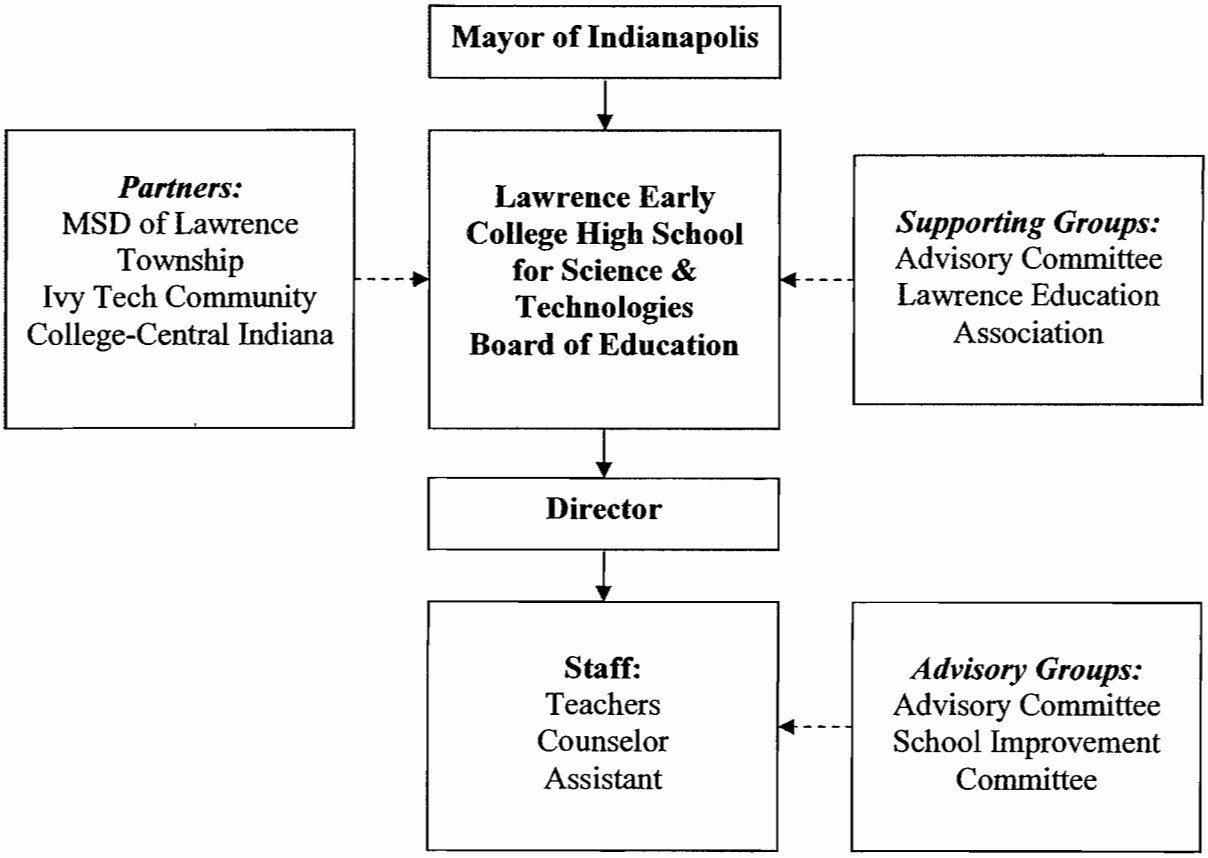
Motion carried.

ADJOURNMENT There being no other business to come before the Board, the Meeting was adjourned.

_____

Lori Petrucciani, Secretary
Board of Education

Appendix J: Organization Chart



Appendix K

Five-Year Budget Template:

Proposed Charter School: Lawrence Early College High School for Science and Technologies

	Pre-Opening *From approval to opening*	Fiscal Year 1-Jul-06 30-Jun-07	Fiscal Year 1-Jul-07 30-Jun-08	Fiscal Year 1-Jul-08 30-Jun-09	Fiscal Year 1-Jul-09 30-Jun-10	Fiscal Year 1-Jul-10 30-Jun-11
Projected Enrollment		150	300	400	400	400
I. Revenues						
Carry-over from previous period	$0.00	$0.00	$145,752.36	$58,416.86	$85,196.06	$231,636.51
Per Pupil Payments		$825,000	$1,500,000	$2,000,000	$2,000,000	$2,000,000
State Grants		150,000	150,000	150,000		
Federal Grants						
Private Funds NESSI	100,000.00	260,000				
Private Funds Walton Family		0				
Other (Briefly detail)						
Total Revenues	$100,000.00	$1,235,000.01	$1,795,752.36	$2,208,416.86	$2,085,196.06	$2,231,636.51
II. Expenditures						
Human Resources						
Director/Principal Salary 86 days	30,000	80,000	85,000	90,000	90,000	90,000
Counselor		54,000	54,000	55,600	55,600	55,600
Teachers (FT) Salaries $51,000		306,000	459,000	612,000	612,000	612,000
Teachers (PT) Salaries						
Clerical Salaries 60 days X 7.5 hrs.	7,000	27,000	27,000	27,850	27,850	27,850
Custodial Salaries .33 X 32,000		10,600	10,915	11,250	11,580	11,927
Consultants Salaries/Contracts	24,305					
Other (Admin. Staff) Salaries						
Payroll Taxes 7.65%	4,295	37,340	49,451	61,751	61,776	61,803
Benefits 25% Salaries	9,250	119,400	158,979	199,175	199,258	199,344
Professional Development 90 days @6	17,750	8,000	8,000	8,000	8,000	8,000
Substitute Teachers (5 each) 20 X 70	1,400	2,500	2,500	2,500	2,500	2,500
Board Recruitment						
Board Development	1,000					
Other Human Resources Expenses						
Total Human Resources	$95,000.00	$644,839.65	$854,844.50	$1,068,125.80	$1,068,563.55	$1,069,024.37
Facility						
Rent		55,000	57,185	58,900	60,665	62,485
Mortgage						
Renovation/Construction						
Debt Service						
Utilities						
Maintenance						
Other Facility Expenses						
Total Facility	$0.00	$55,000.00	$57,185.00	$58,900.00	$60,665.00	$62,484.95

Materials/Supplies/Equipment						
Textbooks and Other Instructional		66,000	36,000	36,000	6,000	6,000
Assessments NWEA - *		3200	4800	6400	6400	6400
Instructional Equipment		45,000				
Classroom Technology		100,000	100,000	120,000.00		
Office Technology		18,000		5,000		
Instructional Software						
Office Software						
Library						
Office Furniture						
Classroom Furniture						
Other Equipment						
Copying and Reproduction $1.00 X		800	800	800	800	800
Postage and Shipping						
Long Distance Telephone Expenses						
Internet Access						
Other Materials/Supplies/Equipment		20,000	30,000	40,000	40,000	40,000
Total Materials/Supplies/Equipment	$0.00	$253,000.00	$171,600.00	$208,200.00	$53,200.00	$53,200.00
Additional Costs						
Contracted Services		131,408	148,706	182,995	16,131	162,141
Business Services						
Insurance						
Marketing/Development	5,000	5,000	5,000	5,000	5,000	5,000
Legal Expenses						
Accounting/Audit						
Transportation						
Field Trips						
Food Service						
ITCCI Tuition			500,000	600,000	650,000	700,000
Other						
Other						
Other						
Other						
	$5,000.00	$136,408.00	$653,706.00	$787,995.00	$671,131.00	$867,141.00
Total Revenues	$100,000.00	$1,235,000.01	$1,795,752.36	$2,208,416.86	$2,085,196.06	$2,231,636.51
Total Expenditures	$100,000.00	$1,089,247.65	$1,737,335.50	$2,123,220.80	$1,853,559.55	$2,051,850.32
Balance	$0.00	$145,752.36	$58,416.86	$85,196.06	$231,636.51	$179,786.19

Lawrence Early College High School
2006 General Fund Budget Projection
01-Mar-06

ERIOD	Projected JAN	Projected FEB	Projected MARCH	Projected APRIL	Projected MAY	Projected JUNE	Projected JULY	Projected AUG	Projected SEPT	Projected OCT	Projected NOV	Projected DEC	TOTAL
TARTING BALANCE	$0	$94,000	$87,500	$81,000	$51,847	$23,000	$0	$25,127	$93,118	$19,201	$133,191	$84,182	
ECEIPTS													
tate Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
harter School Advancement										$150,000			
ther	$100,000	$0	$0	$0	$0	$0	$160,000	$150,000	$0	$100,000	$0	$0	$510,000
OTAL	$100,000	$0	$0	$0	$0	$0	$160,000	$150,000	$0	$250,000	$0	$0	$510,000
XPENDITURES													
alaries	$0	$0	$0	$12,900	$12,900	$12,600	$10,308	$36,946	$55,723	$36,946	$36,946	$36,946	$252,217
mployee Benefits	$0	$0	$0	$4,548	$4,547	$4,449	$3,365	$12,063	$18,194	$12,063	$12,063	$12,063	$83,356
urchased Services	$6,000	$6,000	$6,000	$11,705	$11,400	$5,950	$0	$0	$0	$4,000	$0	$0	$51,055
aterials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TCCI Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
ther	$0	$500	$500	$0	$0	$0	$121,200	$33,000	$0	$83,000	$0	$0	$238,200
OTAL	$6,000	$6,500	$6,500	$29,153	$28,847	$22,999	$134,873	$82,009	$73,917	$136,009	$49,009	$49,009	$624,828
NDING BALANCE	$94,000	$87,500	$81,000	$51,847	$23,000	$0	$25,127	$93,118	$19,201	$133,191	$84,182	$35,172	$35,172

Assumptions:

Purchased Services included: consultants, Professional Development
Other includes:Textbooks, NWEA Assess, Instructional Equip, Classroom Tech, Office Tech
Contracted Services and Rent deferred to 2007

Lawrence Early College High School
2007 General Fund Budget Projection
01-Mar-06

	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
ERIOD	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	TOTAL
TARTING BALANCE	$35,172	$29,083	$22,993	$16,903	$10,813	$4,724	$147,558	$39,613	$167,668	$145,724	$123,779	$158,084	
ECEIPTS													
tate Support	$68,750	$68,750	$68,750	$68,750	$68,750	$68,750	$68,750	$68,750	$68,750	$68,750	$125,000	$125,000	$937,500
harter School Advancement						$0		$150,000		$0			
ther	$0	$0	$0	$0	$0	$150,000	$0	$0	$0	$0	$0	$0	$150,000
OTAL	$68,750	$68,750	$68,750	$68,750	$68,750	$218,750	$68,750	$218,750	$68,750	$68,750	$125,000	$125,000	$1,087,500
XPENDITURES													
alaries	$47,693	$47,693	$47,693	$47,693	$47,693	$48,508	$48,890	$48,890	$48,890	$48,890	$48,890	$48,890	$580,313
mployee Benefits	$15,262	$15,262	$15,262	$15,262	$15,262	$15,523	$15,645	$15,645	$15,645	$15,645	$15,645	$15,645	$185,700
ontracted Services	$11,885	$11,885	$11,885	$11,885	$11,885	$11,885	$11,865	$11,865	$11,865	$11,865	$11,865	$11,865	
urchased Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
laterials and Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
CCI Tuition	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
ther	$0	$0	$0	$0	$0	$0	$100,295	$14,295	$14,295	$14,295	$14,295	$14,295	$171,770
OTAL	$74,840	$74,840	$74,840	$74,840	$74,840	$75,916	$176,695	$90,695	$90,695	$90,695	$90,695	$90,695	$937,783
NDING BALANCE	$29,083	$22,993	$16,903	$10,813	$4,724	$147,558	$39,613	$167,668	$145,724	$123,779	$158,084	$192,389	$157,217

Assumptions:

Purchased Services included: consultants, Professional Development
Other includes:Textbooks, NWEA Assess, Instructional Equip, Classroom Tech, Office Tech
Rent for 1 1/2 years paid in last 6th months of 2007